



Illinois State Board of Education

CPS Teacher Training

Illinois State Board of Education

August 27th – 31st, 2018

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Agenda

- WELCOME
- YOUR ROLES & RESPONSIBILITIES IN SPECIAL EDUCATION
- ISBE PUBLIC INQUIRY & CORRECTIVE ACTION
- SPECIAL EDUCATION UPDATES AND CHANGES 2018-19 SY
- IEP BEST PRACTICES
- Q&A / DISCUSSION

Welcome Activity

Who Is In The Room?



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Your Roles & Responsibilities in Special Education as Teachers of **ALL** Students



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Special Education Teachers Roles & Responsibilities

- Intervention Specialist
- Modifications & Accessibility Expert
- Knowledge of Special Needs
- IEP Content Director



Compiles and tracks **qualitative and quantitative data** about Students' educational needs to **design and implement unique specialized instruction**, individualized to a Student's needs and strengths



General Education Teachers

Roles & Responsibilities

- Content Specialist
- Curriculum Leader
- Instructional Objectives
- Teaches **all** Students

CURRICULUM
with FIDELITY...



Observes and tracks Students' **preferred learning styles**; compiles **qualitative and quantitative data** regarding special factors that may impede Students' learning and access to the General Education curriculum.



Working Together

COLLABORATION

Special
Education
Teachers

Reviewing the IEP
Implementing IEP
Sharing Information
Communicating with
Parents

Connecting with Case
Manager to facilitate IEP
revisions when needed.

General
Education
Teachers



Think – Pair – Share Activity

- What do you do **really well** in the realm of Special Education?
- What do you have **questions** about?
- What should you focus on to **improve**?
- What do you **request** or **need** from your Special Education / General Education **colleagues** to do your job well?

Special Education Updates and Changes for the 2018-19 SY



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Sources of Substantial Changes

- **ISBE Public Inquiry & Corrective Action**
- **Public Act 100-0993 – IL General Assembly**
 - Became law on August 20, 2018
 - Requirements for all IL School Districts
 - Requirements for CPS only

ISBE PUBLIC INQUIRY & CORRECTIVE ACTION



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Public Inquiry - CPS

- **Open Letter to ISBE (November 2017)**
 - Special education advocates representing CPS Parents and families.
 - Raised questions regarding:
Whether CPS had created a special education policy environment which resulted in a violation of student rights?

Public Inquiry - CPS

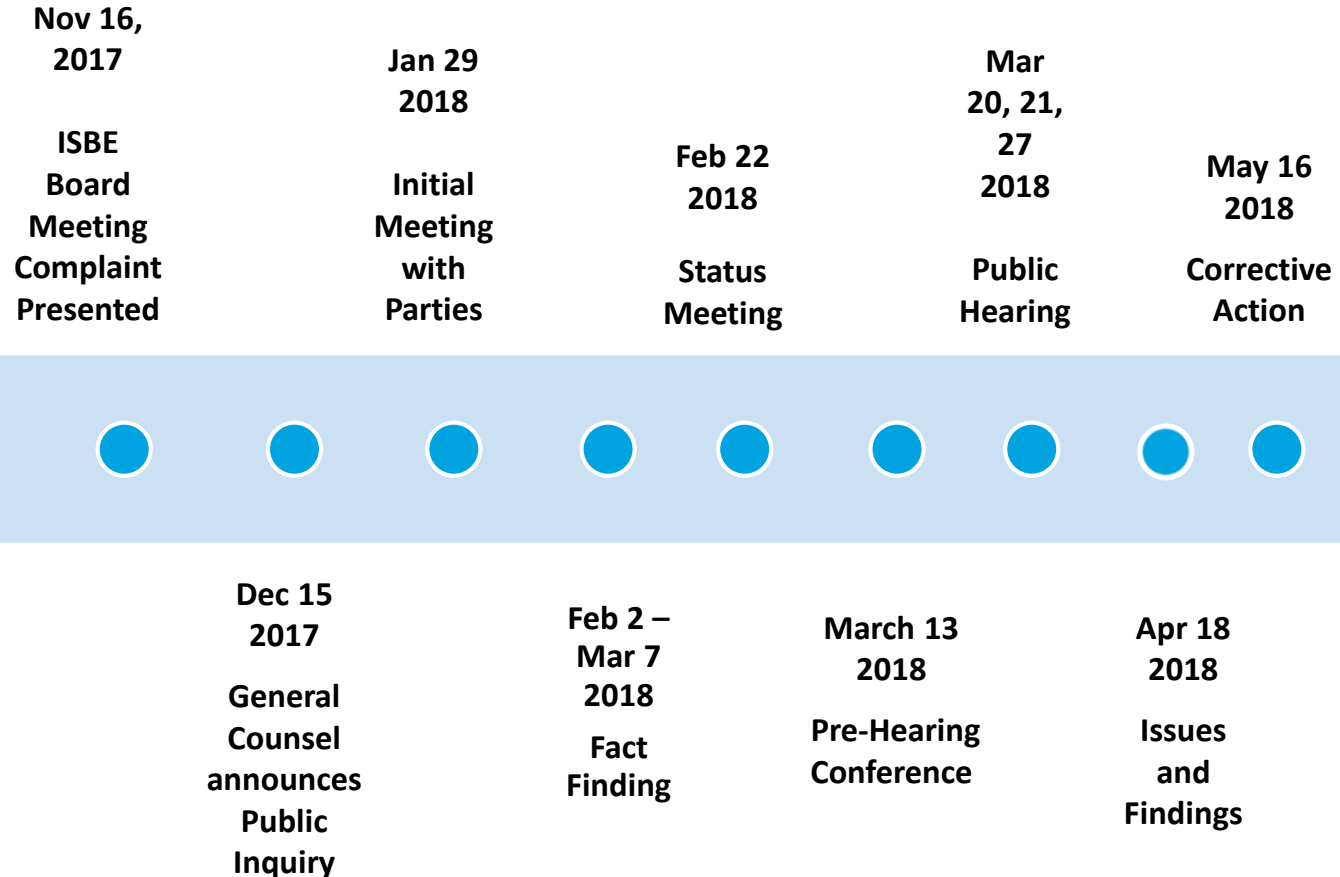
- **ISBE Response (December 2017)**
 - ISBE initiates a **PUBLIC INQUIRY** into CPS's system and procedures re: special education, focusing on the issues outlined in the Open Letter.
 - Public Inquiry was led by the Office of the General Counsel and allowed ISBE to closely investigate and analyze the issues of public concern in a fair and transparent manner.
 - Evidence gathered from CPS, Advocates, Parents, and the Public in general; affidavits and testimony provided

Public Inquiry - Findings

- **Summary of Issues**
 - CPS's **electronic IEP system** – SSM/IMPACT
 - CPS's **documentation and data collection requirements** (ESY, paraprofessionals, separate day school, MTSS/Response to Intervention data)
 - CPS's **budgeting** system
 - CPS's **policies** regarding **transportation**



Public Inquiry – Timeline Overview



Public Inquiry - Findings

Systemic Violations, Generally

- Lack of regular, coordinated, and comprehensive trainings provided to CPS staff.
- Lack of consistency between CPS procedural manual/guidelines and SSM system; delays or denials of services.
- District Representatives serving as “gatekeepers” in IEP meetings and not allowing IEP teams to make certain team decisions without the D.R.’s authority to do so.
- Inadequate notice to Parents about changes to procedures and data collection requirements.



Public Inquiry – Corrective Action Topics

- **Corrective Action required via:**
 - **ISBE Appointed Monitor**
 - **IEP Meetings** – ensuring appropriate participants
 - **Electronic IEP Use** – IEP teams need full access
 - **Data Collection** – team-driven, supports team decisions
 - **Procedural Manual and Guidance Documents** - revisions
 - **Budgeting** – changes in staffing and staff request processes
 - **Stakeholder Involvement** – Parent involvement and input
 - **Additional Training Plan** – PD for school staff (ISBE / CPS)
 - **Student Specific Corrective Action** – Compensatory Ed

Corrective Action – ISBE Monitor

ISBE Monitor - CPS

- Implements the provisions of Corrective Action and the recommendations adopted by ISBE.
- Liaison for Special Education between ISBE and CPS.
- Independently monitors IEPs and school-based data via SSM
- Oversees/approves/attends all Special Education policy changes and all CPS trainings related to Special Education
- Attends all Parent Advisory Committee meetings

Accessible to CPS School Staff for all concerns or filing complaints against CPS – Staff who report concerns to the Monitor will NOT suffer retaliation



Public Inquiry – The Positives!



POSITIVE CPS components recognized during the Public Inquiry process

CPS' electronic IEP system is notably advanced and thorough. Great built-in tools and forms.

CPS has one of the most detailed and comprehensive Special Education Procedural Manuals – outstanding resource for schools.

CPS prioritizes and requires detailed **Data Collection to justify IEP team decisions.**



Overview of Content Changes

Data Collection / SSM

- Extended School Year (ESY)
- Paraprofessionals
- Learning Environment Interventions / MTSS
- Separate Day School

More training to follow

IEP / Notices

- Notice of Conference
- DLM-AA
- Transportation
- IEP Notes
- Dissenting Opinions
- Draft IEPs
- Notice of Non-Implementation



General Data Collection Changes

- As an **IEP team member** – you (all teachers) have considerably more autonomy regarding data collection
 - Principal is no longer required to verify ESY or Paraprofessional data collected.
 - ODLSS District Representative (DR) is no longer required to verify ESY or transportation data collection (except for charter, contract & option schools).
- However, **data collection and analysis** remain essential to justify IEP team decisions and must include both:
Quantitative AND Qualitative data.



Q&Q Data – What Does That Mean?

Qualitative Data describes whereas
Quantitative Data defines.

- **Qualitative:** Data that approximates or characterizes information to describe the value, but is does not or is unable to statistically measure attributes.
- **Quantitative:** Data that measures and defines value or tallies and is expressed in quantity (numerically).



Qualitative and Quantitative Data

**Qualitative Data describes whereas
Quantitative Data defines.**

- **Examples of Qualitative Data:**
 - Observed student behavior – described in detail
 - A description of a student's preferred learning style across settings
 - Student work samples (e.g. writing, math, pictures, recordings, etc.)
- **Examples of Quantitative Data:**
 - Frequency Recording
 - Duration Recording
 - Interval Recording
 - Exceptions – case by case, individualized circumstances



Qualitative and Quantitative Data Resources

Definitions for Q&Q data are provided for specific content areas (paraprofessional support, ESY, SLD, etc.) in:

SSM – “hover” function, definition appears

2018-19 Procedural Manual – ODLSS website

YOU will help also help shape what Q&Q data looks like for your students with your documentation, narratives, and feedback throughout the school year.

Extended School Year Changes

- **ESY Data Collection Form - SSM**
 - Now only one document / one section
 - Only one question for all regression/recoupment (fall, after winter break, after spring break)
 - Specifically required data input for weeks after breaks was removed
 - Goal selection removed

Extended School Year Changes

▪ IEPs and IEP Meetings

- No time limitations on when ESY decision can be made.
- **Qualitative and Quantitative** data can be uploaded **or** described in narrative – it must be collected prior to determining ESY eligibility.
- If data is not collected, IEP CAN be finalized, but the team **MUST reconvene when data is collected**.
- Please try to provide ODLSS with enough time to coordinate ESY sites and assignments for eligible students.



Paraprofessional Data Collection

- **Paraprofessional Justification Form**
 - Applies to IEPs & Section 504 Plans
 - Text boxes in all areas of suspected needs removed
 - Date fields for data collection removed
 - Text box for data collection added

Paraprofessional Data Collection

- **IEPs and IEP Meetings**
 - Data can be uploaded or described in narrative
 - **Qualitative & Quantitative**
 - If data not collected or complete, IEP can be finalized but meeting must be reconvened within **15 school days**
 - Dedicated paraprofessional – duration of minutes removed and two explanations needed at most – data may cover behavior and/or academic based information

Learning Environment Interventions

- **Learning Environment Interventions**
 - MTSS Data – 2 five-week intervention periods are no longer mandated, BUT the team must have qualitative & quantitative Response to Intervention (MTSS) data
 - Data may be provided via charting, uploaded documents, and/or a narrative explanation

Therapeutic Day Schools (TDS)

- **Therapeutic Day / Residential Placement**

- ODLSS District Representative *MUST* be present at the IEP meeting to consider TDS and residential placement recommendations.
- If ODLSS District Rep is not present at the meeting (or if the topic is unexpectedly raised at the meeting), the IEP cannot be finalized with a TDS or residential placement, and the meeting must be reconvened within **10 school days** to further consider the placement.

Transportation

- **Transportation (IEP & Section 504 Plans)**
 - Charter, contract & option schools – ODLSS DR needs to be part of the discussion.
 - “Purple Form” – Currently, ODLSS DR needs to sign off on “FAPE-based transportation” for ECSE students.



Dynamic Learning Maps (DLM-AA)

- **What's that again?**
 - The alternative assessment administered to students with the **most severe intellectual disabilities** whose progress could not otherwise be measured via the PARCC/ACCESS assessments, even with accommodations.
- **What's different?**
 - The question of whether or not a student is eligible to take the DLM will now appear in the IEP for all students with disabilities.
 - ISBE's Participation Guidelines form is now embedded into the IEP
- **What does not change?**

*The standard - Federal Law (via ESSA):
Limits the DLM-AA to < 1% of the District's SPED population.*

IEP Notes Page

- **IEP Notes**

- Automatically included in every IEP
- The Notes Page is your FRIEND!
 - Utilize it to capture all discussions, especially those that reflect disagreement or difficulty among the team
 - A great tool to paint the picture of what exactly occurred at the IEP meeting.
- Automatically prints with all IEP sections whether blank or filled out



IEP Dissents

- **Any IEP Team Member may express and submit a dissent if s/he disagrees with any part of the IEP.**
- A written dissent, whether included in the electronic IEP in the Dissent Section or submitted after the meeting, is considered part of the IEP.
 - If submitted after-the-fact, it must be attached to the IEP (hard copy of IEP, and uploaded into SSM and linked directly to the corresponding IEP).
- A Parent/Guardian must be informed that they have the right to dissent to an IEP.
 - The Parent/Guardian should also know that the dissent will not change or “stop” the IEP – it will still be finalized and implemented.
 - A Parent may file a State Complaint, request Mediation, or submit a request for a Due Process hearing per their Procedural Safeguards.



Changes Per Illinois Law (Public Act 100-0993) and Related IEP Best Practices



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New Requirements for Illinois School Districts

- **Changes in Special Education per Illinois law**
 - Due to the **new Illinois law** (Public Act 100-0993), the following is required of ALL IL school districts:
 - The Notice of Conference for all IEP meetings must inform the Parent/Guardian that the IEP team must consider whether the student requires Assistive Technology and/or Alternative Augmentative Communication to receive FAPE.
 - The Notice of Conference form will also include ISBE's Assistive Technology internet address and phone number.

New Requirements for Chicago Public Schools

Public Act 100-0993 requires the following of CPS ONLY:

- **Notice of Conference Form**

- Must specify, via checkbox, **whether specific data has been collected for services including** (but not limited to):
 - Paraprofessional support
 - ESY
 - Transportation
 - Therapeutic Day School
 - Specific Learning Disabilities

- **IEP Drafts**

- IEP drafts must be **provided to a Parent/Guardian** at least **5 school days** **prior to a student's IEP meeting** including sections pertaining to:
 - “the program's goals, accommodations & modifications, copies of all conducted evaluations, and any collected data.”



Requirements for CPS ONLY (continued)

- **Notice of Non Implementation Form**
 - If any service or support (**any portion of the IEP**) is not implemented and provided to the student within **10 school days of the IEP**, then CPS must send this notification document to the Parent/Guardian to inform them as such.
 - FYI: Additional guidance and training from CPS (with ISBE's collaboration) will be forthcoming regarding language and conversations with Parents to properly communicate this notice.
- **What does this mean for you?**
 - Be **prepared** to participate in dialogue and review/present data regarding services that are currently not being implemented.
 - Non implementation of services may occur for a wide range of circumstances, thus communication at the school level AND to Parents is essential



Student Specific Corrective Action (Compensatory Education)



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Compensatory Education - Generally

What is it?

A remedy owed to a student with a disability whose services have been delayed/interrupted/denied/not provided, and the student has been harmed as a result (e.g. the student did not meet his/her benchmarks and expected levels of achievement and progress).

Useful questions for the IEP Team:

- Was there a disruption in the Student's educational services?
- Was the Student denied educational benefit because of the disruption in services?
- Is compensatory education needed to "make up" for the disruption, including addressing any skills that may have been lost?

Public Inquiry Related Compensatory Education: “Student Specific Corrective Action.”

How is this different?

You may hear this term referred to in relation to the specific services that were linked to the Public Inquiry findings (paraprofessional, ESY, transportation, MTSS data, separate day school).

The same concept and analysis of Comp Ed applies.

When will the IEP team discuss this?

- At the annual IEP meeting or upon a Parent’s request for an IEP meeting prior to the annual review during the 2018-19 SY.

What Students does this apply to?

- Students with an IEP for whom services / supports were not provided in the 2016-2017 and/or 2017-2018 school year.

Public Inquiry Related Compensatory Education: “Student Specific Corrective Action.”

- **What will my role as a teacher be in this conversation?**
 - Be **prepared** to be a part of the team discussion or review of data regardless of the nature of the claim.
 - You work with students the most and know their rates of progress and regression the best – **track it** and prepare to **discuss it** as a team prior to IEP meetings and with Parents and Advocates.
- **How will this conversation be documented in the IEP?**
 - In the **Compensatory Education form** in SSM IMPACT
 - This must be completed whenever Comp Ed is discussed, regardless of the decision of whether or not it is warranted.

Compensatory Education is an individualized determination made by the IEP Team, including the Parent/Guardian.



Final Guidance on Comp Ed - Generally

- **What is an appropriate “remedy”?**
 - Will be fact-specific and will depend on the progress or regression of the student and the type of services at issue.
 - Examples may include after-school tutoring (school-based or private), ESY services or additional ESY services, monetary reimbursement (perhaps for transportation mileage), additional related services.
- **What if the student has *already been made whole*?**
 - If a student has already been provided with compensatory education per a Settlement or Mediation Agreement, or a due process decision, they may NOT be entitled to *additional* compensatory education for the same reason/denial of services.
 - If you are not sure, contact CPS’ **ODLSS Due Process** division.

IEP Best Practices



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IEP Best Practices

Preparation

please
explain



Communication

Agendas & Planning



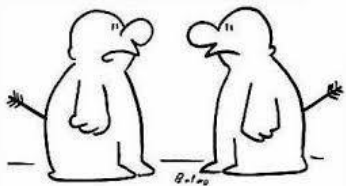
DISCUSSIONS



Active Listening



Empathy for all team members



"I know exactly how you feel."

Put the ego in the backseat



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IEP Best Practices – Parents’ Perspectives

- **A sampling of Parent concerns and statements:**
 - “I do not feel like part of the IEP team. Why am I even here?”
 - “My opinion is not respected or even considered.”
 - “I have no idea what is going on, and nobody takes the time to explain it to me.”
 - “What are all those acronyms? What are they talking about?”
 - Parents feel too intimidated/scared/emotional to speak up and/or ask questions.
 - “Changes were made to the IEP without a meeting, and it was just sent to me.”
 - “I’ve never heard of a dissent or that I can give one – what is that?”
 - Some Parents feel the Case Manager makes too many critical decisions yet do not know or teach their child.



FYI: ISBE's Parent Trainings

- **ISBE Trainings via Parent University**

- ISBE will be partnering with ODLSS to deliver training sessions to Parents

September: Parents' Bill of Rights & Procedural Safeguards

November: "Exercising my Rights as a Diverse Learner Parent

February: "Notices Required During the Special Education Process"

Additional trainings and meetings will also occur with Parents throughout the school year



IEP Tips: Before-During-After the Meeting



IEP Best Practices – Before the Meeting

- **Read the IEP Draft prior to the meeting!**
 - Share your draft sections with colleagues and/or the Case Manager for feedback prior to the meeting.
- **Read all draft evaluations and assessments prior to the meeting. . .**
 - . . . even if it's not “your area.” Prepare for discussion.
- **Collaborate and discuss the Student's performance and progress with other teachers before and during the meeting.**



Review the Procedural Safeguards!

Understand Parent rights and the parameters of an IEP team.



IEP Best Practices – During the Meeting

Do. Not. Rush.

- Ensure that the Parent(s) and other school staff understand what you are saying, why you are talking about it, and how it specifically relates to the IEP and the Student.



Pay Attention.

- Look up from your laptop – make eye contact.
- Actively listen to your colleagues and especially the Parent(s)/Guardian(s) *and* their Advocate/Attorney.
- Ask questions about the Student – be a unified team.



If you do not agree with something, speak up . . . calmly, diplomatically, & respectfully.

- Explain your counterpoint and perspective.
- Propose other options and facilitate discussion; brainstorm.



IEP Best Practices – During the Meeting

Phrases to AVOID:

- “Well, I wasn’t here last year.”
 - You are a member of CPS as a District; the entire District is responsible for every student. Be proactive and enthusiastic to discuss all topics, ask questions, repair any past “damage” in the best interest of the Student.
- “I only have _____ for P.E., I don’t really know him.”
 - Your perspective matters and is essential to Parents and colleagues.
 - Get to know the Student better – ask questions, observe, engage.
- “That’s not my area.”
 - Every component of the IEP is your area, even if you are simply listening. You r something valuable from YOUR perspective and your area of expertise.
- “I have to be excused early”. . . “I need to leave”. . . “Are we finished?”
 - Only a Parent can excuse a team member by agreement and in writing; ask respectfully.



Always put yourself in the Parent’s shoes and how you would feel if this was a meeting for your child.



IEP Best Practices – After the Meeting

- **Wrap-Up Meaningfully and Courteously.**
 - Ensure that the Parent(s) knows they can submit a dissent if they disagree with the IEP, BUT the IEP will be finalized.
 - There is no such thing as a Parent “signing off on an IEP” – they may submit a dissent, file an ISBE Complaint, or request a Due Process hearing.
 - Parents should not be shuffled out of meeting quickly.
 - As a teacher, be willing to speak with them afterwards or schedule a conference.
- **Follow Up and Follow Through**
 - Keep your promises (e.g. communication logs, checking on AT, collaboration).
 - Prepare instruction and progress monitoring – read the finalized IEP

IMPLEMENT THE IEP WITH SPIRIT AND FIDELITY



Issues? Problems? Remember . . .



Speak to your Case Manager . . .

. . . or your Principal . . .

. . . or your District Representative . . .

. . . or contact the ISBE Monitor.

QUESTION AND ANSWERS & DISCUSSION



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