

The background features a stylized, 3D-rendered illustration of several human figures in a circle, rendered in shades of blue. The figures are simplified, with rounded heads and rectangular bodies, and they appear to be holding hands or standing close together. The overall aesthetic is clean and modern.

WELCOME

to the

Illinois State Board of Education Public Forum for Focused Monitoring

North Mac CUSD #34

October 24, 2011

Agenda



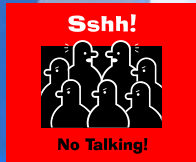
- Welcome, introduction and overview of visit
- Discussion questions
- Wrap up and team leader contact information



Guidelines



- Cell phones off or on vibrate.



- Avoid side-bar conversations.



- Save your comments and questions for the discussion part of this forum.



- As you listen to this presentation, reflect on the bigger picture regarding special education placements in this district.

What is Focused Monitoring?



A process that selects priority or focus areas to examine or monitor for compliance and results



Focused Monitoring in Illinois



Focused Monitoring concentrates on how districts make educational placement decisions for students with disabilities.



REMEMBER



All Students Are General
Education Students First



What is Educational Placement?



Educational placement is the setting in which a student receives special education services. The setting the student receives their services is defined as the educational environment.



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Curriculum, Classroom, or Setting



These terms are used when making placement decisions:

- Curriculum is the instruction and materials adopted by the district as the general education curriculum.
- Classroom is the physical location where students receive their general education instruction for learning.
- Setting is the locations within the building and grounds in which all students interact, this includes the cafeteria, playground, hallways, etc.

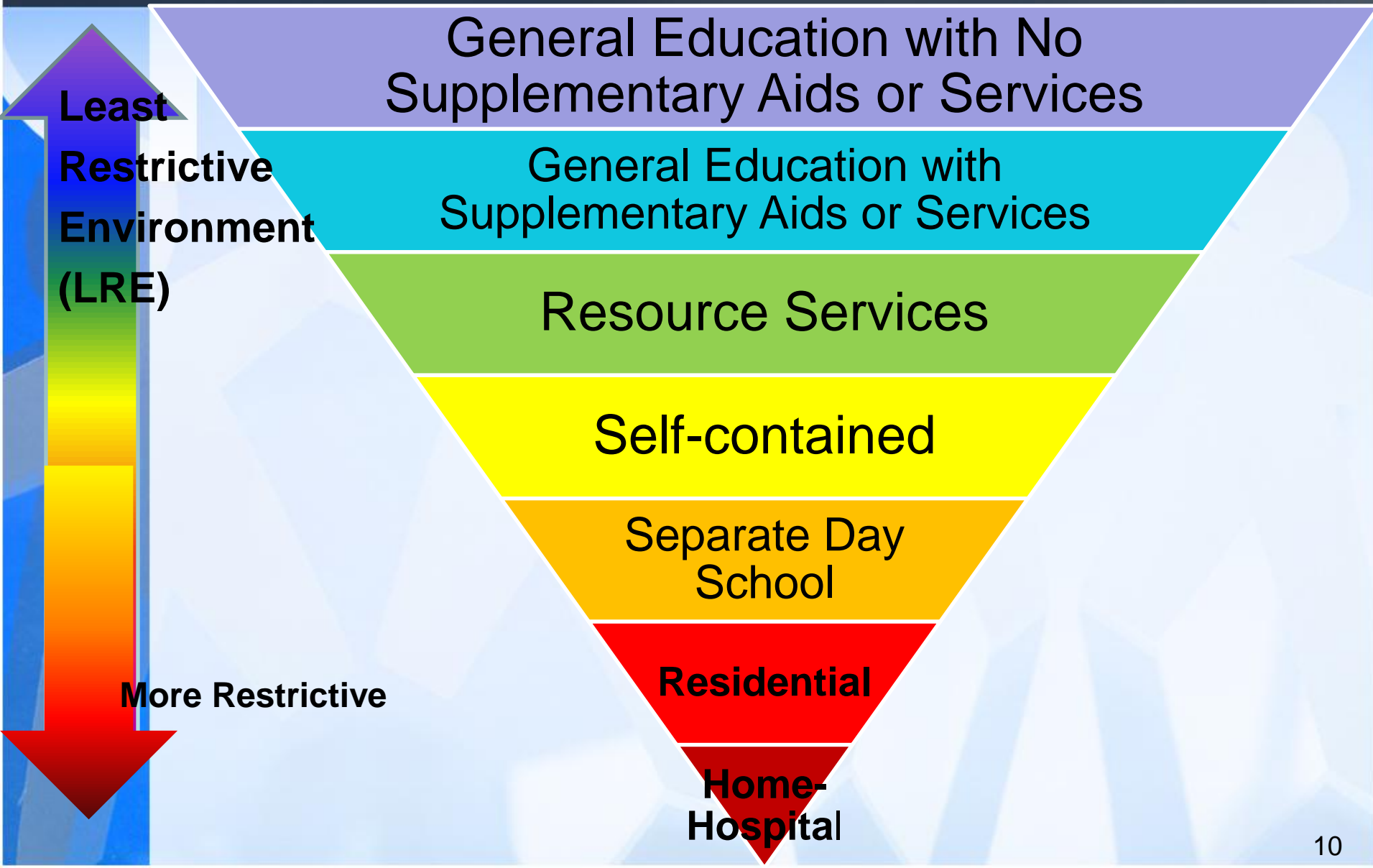
What is

Least Restrictive Environment (LRE)?



LRE refers to the legal mandate that requires, to the maximum extent appropriate, children with disabilities to be educated with nondisabled children. Removal from the general educational setting occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

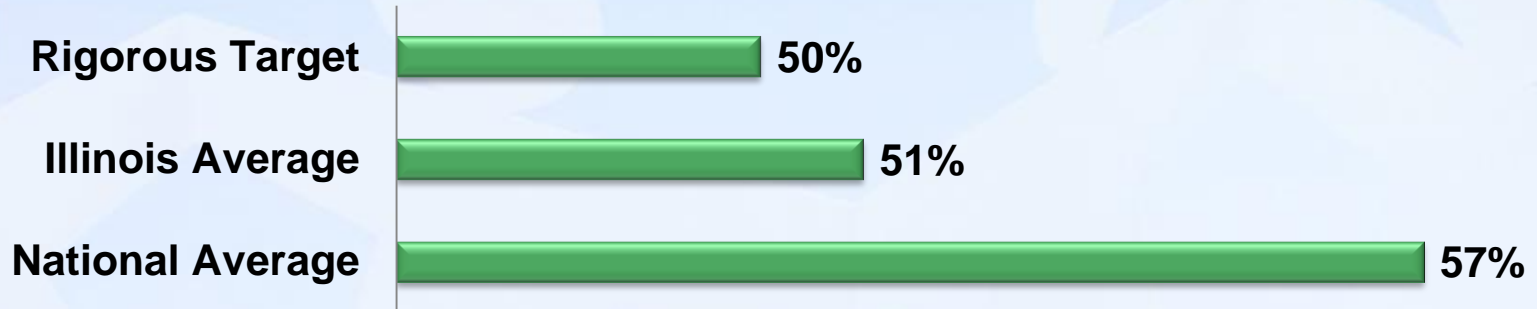
Educational Placement Options



Why does Illinois focus on Educational Placement?



Percentage of Students with Disabilities that are inside the General Education Setting 80% or more of the school day



Compared to the national average districts in Illinois are less likely to place students with disabilities in the general education classroom.

Why was this district selected for a focused monitoring review?



Districts are selected based on having the lowest percentage of students with disabilities placed in the general education setting 80% or more of the school day when compared to other districts in Illinois of similar type and size.



Size and Type of Districts in Illinois



	Like Group (Size/Type)	District Enrollment Range	Number of Districts
Group 1	Small Elementary Districts	Less than 284	95
Group 2	Medium Elementary Districts	284 – 1,881	189
Group 3	Large Elementary Districts	More than 1,881	95
Group 4	Small Unit Districts	Less than 546	98
Group 5	Medium Unit Districts	546 – 1,907	191
Group 6	Large Unit Districts	More than 1,907*	98
Group 7	High School Districts	All districts included	100
Total			866

District Selection



District Group	Number of Districts
Small Elementary	1
Medium Elementary	5
Large Elementary	7
Small Unit	1
Medium Unit	5
Large Unit	7
High School	4
Total	30

District Data Comparison



School Year	2008-2009	2009-2010	2010-2011
Percentage of time in General Education	≥ 80%	≥ 80%	≥ 80%
District	37.3(G) 39.2(V)	34.6(G) 44.7(V)	43.1
All Unit Districts in IL	52.2	53.6	54.8
State Target	49.3	49.6	49.9

Positive Outcomes of General Education Placement



Students served in inclusive classrooms earned higher grades, achieved higher or comparable scores on standardized tests, committed no more behavioral infractions, and attended more days of school than students served in the pullout program (Rea, McLaughlin, Walther-Thomas, 2002)

Positive Outcomes of General Education Placement



As teachers moved toward using more inclusive classrooms, they often discovered that many of the same strategies that work with students who are at risk for school failure also work for certain students with disabilities and vice versa (Idol, 2006)



Introduction of Parent Team Member



Jason Pals

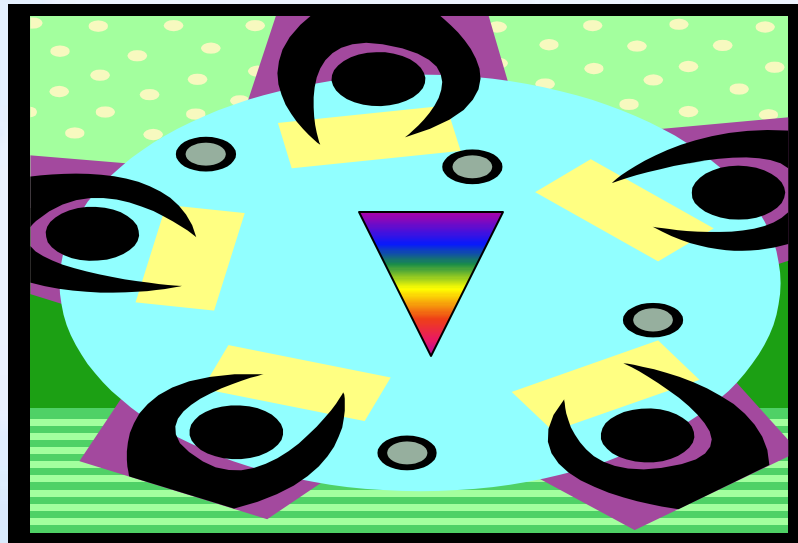
Illinois State Board of Education



Purpose of Forum Discussion



Gather information on how special education placement decisions are made in this district.



Placements for students with disabilities are:



- Determined at least annually.
- Located as close to the student's home as possible.
- Considered after goals and objectives are developed.
- Based on individual needs identified and documented.



Placement Decisions:



- Follow the Least Restrictive Environment (LRE) mandate referenced in state and federal regulations.
- Maintain students with disabilities inside general education settings with same grade peers to the maximum extent appropriate (with the provision of adequate supplemental aids and services).
- Removal of students with disabilities from general education settings (in all or part) only occurs when the student's needs can not be met in this setting.

Parent Participation at IEP Meetings



- Parents/guardians are important IEP team members.
- Parents/guardians have the right to voice their concerns and provide input about special education services and placement at the IEP meeting.
- Parents/guardians may invite any person to the IEP meeting who has special knowledge about their child.
- Parents/guardians may request a meeting at any time to discuss changes and revisions to the IEP.

Discussion Guidelines



- Abstain from side-bar conversations.
- When sharing your comments and/or questions be brief, so others can share.
- Stay focused on the topic: educational placement decisions.

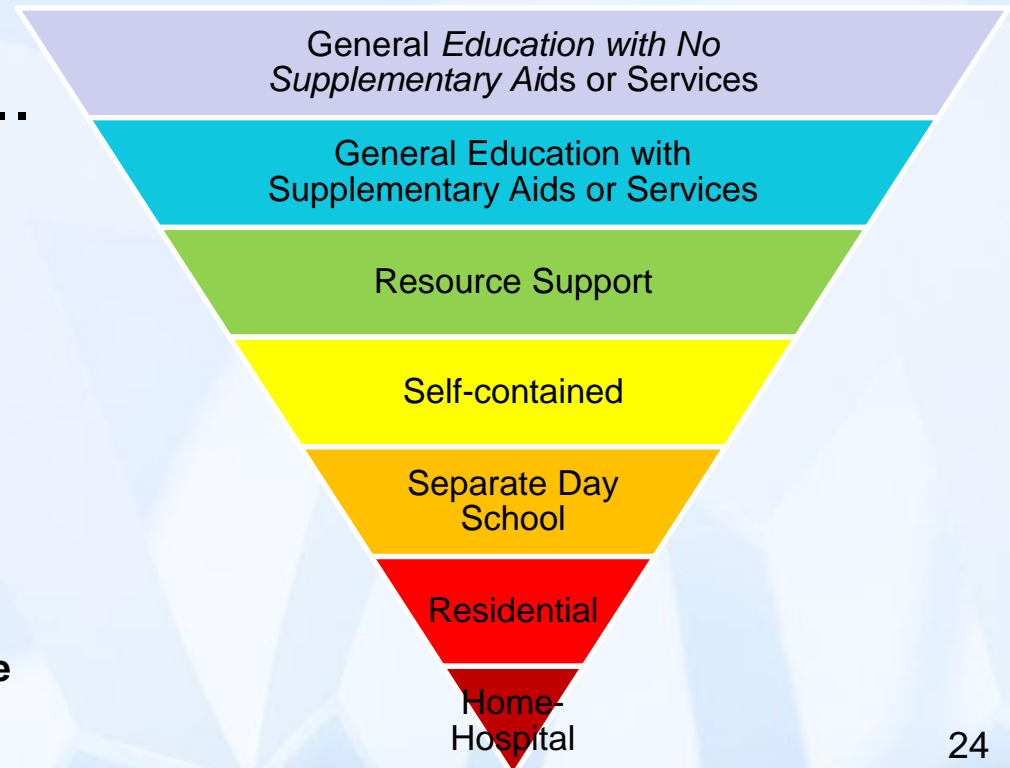
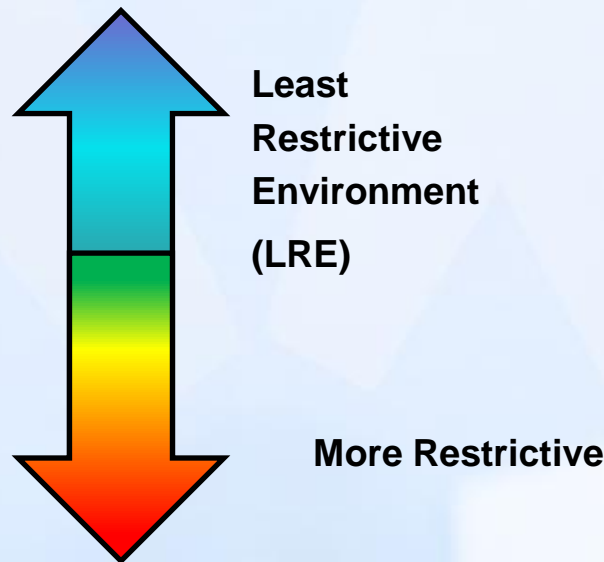


Discussion Questions



1. How does the district inform you about the various placement options available for your child?

Give examples...



Discussion Questions



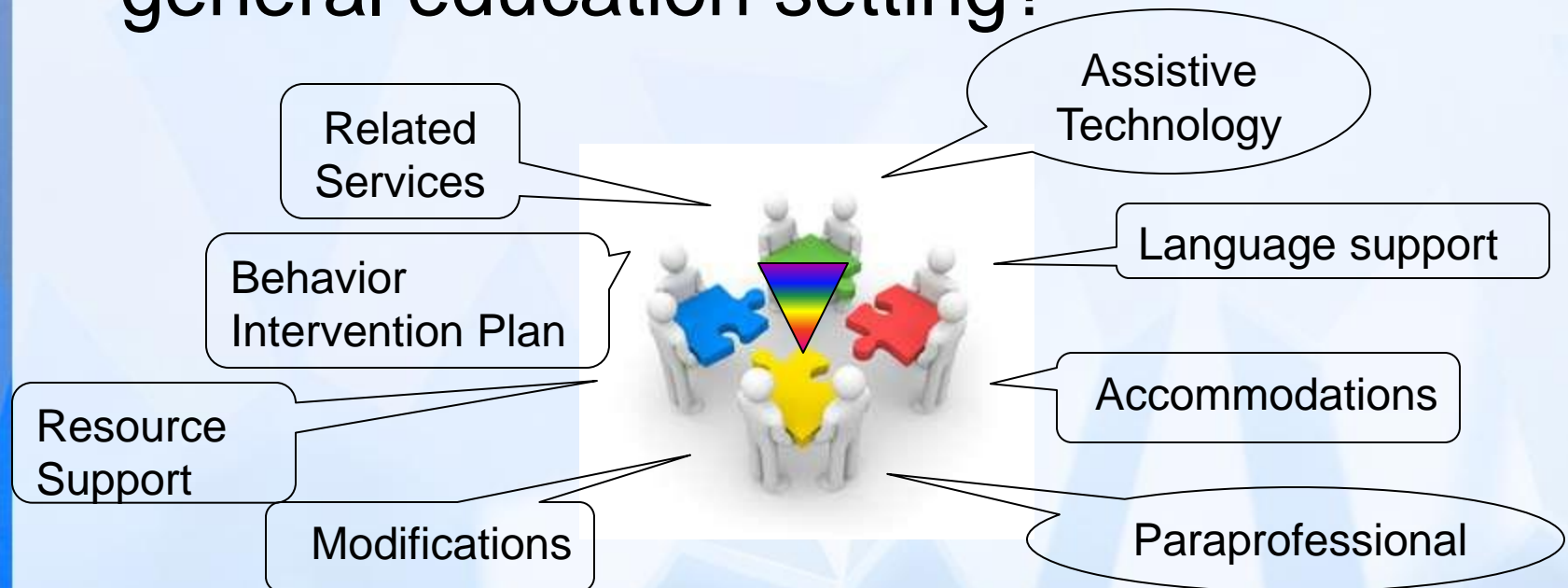
2. What input do you have in the discussion and decision of where your child receives special education services?



Discussion Questions



3. What discussion takes place regarding supports and services that could be provided to your child to enable him or her to successfully participate in the general education setting?





- **Special Education and Support Services**
<http://www.isbe.net/spec-ed/html/parents.htm>
- **Parent Guide: Educational Rights and Responsibilities: Understanding Special Education in Illinois**
http://www.isbe.net/speced/html/parent_rights.htm
- **Forum Survey**
<http://www.surveymonkey.com/>

Parent and Educator Partnership



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www.pepartnership.org



Contact Information



If you have questions about the Focused Monitoring process, contact:

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