IEP Season is here: How can Parents Get Ready?

After more than a year of disrupted school learning due to the ongoing pandemic, many parents are approaching the annual review meeting for their child’s individualized education program (IEP) with trepidation, wondering how much learning was lost and what can be done about it. Some students are still learning remotely, some are back in school but have shortened school days, and others are still learning in a hybrid approach— in school some days and remote other days. It is safe to say that the past year has been difficult for all school children and their teachers. It is apparent that all children experienced some learning loss, but evidence has shown that students with disabilities, and students of color have lost the most. As schools resume and plan ahead for the days when all children will be back in school for full days, administrators are planning how they will use government relief funds to provide remedial services to the students in their districts.

For parents of students who have IEPs it is important to plan for meeting with your school teams to talk about the specific needs of your child. If your district talks about the remedial services they plan to put in place for all children, think about whether those services will be enough for your child to make up all the lost learning time. Many students with IEPs will need compensatory educational services or extended school year services but that is not an option that will automatically be offered, so parents need to be prepared to seek and share information specific to their child in order to make that decision.

Some students with IEPs did well with remote instruction and in fact, for some students, remote learning was easier because they had fewer distractions than they had in a classroom and they didn’t have to cope with social interactions that may have been difficult for them. Other students were unable to pay attention to instruction coming from a device screen and struggled to complete assignments without the accommodations provided in the classroom, or failed to gain skills without the direct support of the therapists who provided individual services in the school building. If your child was one of those who really struggled with remote learning, how will you know if they need compensatory education or extended school year services? Or even if they were back in school but had a shortened school day, how did that impact their learning?

Many IEP meetings this spring are still taking place by phone or Zoom calls, so if you don’t have a copy of your child’s IEP that was developed last year, request that before your meeting. Then review the present levels of performance listed on the IEP and think about what your child is doing now. Are their skill levels less than what they were prior to the school shutdowns? If so, how much less?
You may need to ask for assessments to determine that. If their levels of performance changed so much that it will be difficult for them to regain those skills even when in school all day full-time then some compensatory services may be needed. That could be tutoring or small group instruction. It might be over the summer or it might be more intensive services during the next school year. Both compensatory education services and ESY services are required to be individualized to your child’s needs so it wouldn’t be appropriate to offer a one-size-fits-all program for all the students with IEPs that had significant learning loss. The U.S. Department of Education issued guidance to school districts to make individualized determinations as to whether student with disabilities are owed compensatory education because of changes or interruptions in services due to COVID-19.

Besides the present levels of performance listed in your child’s IEP, be sure to review their goals and objectives. Consider each goal and objective to see if it was met, close to being met, far from being met, or was your child even able to work on the goal? That is also important information for making the decision about compensatory or ESY services. If your child has still been receiving remote instruction, you will be the best source of that information. You can share your own data on how your child was able to pay attention, how much time they spent on assigned work, how much help you provided, how much support and additional instruction you needed to provide, what they were able to do independently, what level of frustration they had, and the state of their emotional well-being during the process.

Then also look at the supplementary services listed in the IEP so you are prepared to talk about the things your child didn’t get as part of their free, appropriate, public education (FAPE). If your child’s IEP listed related services such as speech/language therapy, occupational therapy, physical therapy, social work services, counseling, vocational training, etc. and those services either weren’t received during the pandemic or were offered less frequently than written in the IEP, what was the effect of that? You will again review the present levels they had before the pandemic and what their current skills are to figure out if extra therapy services will be needed.

If you need help preparing for your annual IEP meeting or are confused about compensatory services or extended school year services, you can call our office for individual assistance. Below are some resources that provide additional information.

Compensatory Education and ESY Discussions after COVID-19: Fact Sheet from Ohio Disability Rights Law and Policy Center, Inc.
FAQ on Compensatory Education in the time of COVID-19 from the Council of Parent Attorneys and Advocates
Guidance memos from the U.S. Department of Education
Infinitec Webinars

Listed below are FREE webinar-based professional development opportunities sponsored by the Illinois State Board of Education (ISBE), facilitated by Infinitec.

Each webinar airs live at the date and time listed. If you are unable to attend live at the designated time, you are still encouraged to register as a recording will be sent to all individuals who register for the webinar. ***THE RECORDINGS OF THESE WEBINARS WILL BE AVAILABLE FOR ONLY THE WEEKS AFTER THE LIVE WEBINAR.***

In order to receive a certificate of professional credit, you must attend the LIVE webinar. You must be logged in through your device to view the slide show presentation through the 'Join Webinar' link sent in the GoToWebinar invitation received following registration. You cannot miss more than 15 minutes of the webinar if you wish to receive credit. Infinitec does not provide professional credit for watching the recording that is emailed to you following the live webinar.

**Future Thinkers: A New View of Executive Function Skills**

Gain a new understanding on how students demonstrate executive function skills and a new perspective on what is meant by the term “executive dysfunction”. Whether this is your first or your fifth time hearing Sarah Ward you will learn something new or reaffirm your understanding of the core features of the 360 Thinking Executive Function Curriculum to develop Independent Executive Function Skills. The Award Winning 360 Thinking Program combines concepts that are at the core of EF: situational and intention awareness, mental dress rehearsals, future thinking, time awareness and visualization, which promote efficient and accurate completion of tasks. The model facilitates the development of 6 key skills for students: initiation, transition, planning, time management, self-regulation and meta-cognition. As the steps of a task are envisioned, potential obstacles can be anticipated for students to problem solve and achieve independence. Executive Function challenges are more prevalent than ever. This seminar explores the forethought aspects of executive function skills and will provide you with a multitude of practical executive function interventions to observe immediate improvement in transitions, task completion and time management.

**May 13th – 12:00PM-1:00PM CST**

Registration link: https://tinyurl.com/2p6eub5h

“I always enjoy presentations put on by IATP. I have visited the facility in person several times and am always in awe of what they have to offer! I refer IATP, quite often, in my meetings. I was wondering how they were operating during COVID. So this was a nice re-fresher training to update me on their current operations. Thank you for offering this webinar!”

-A Parent
Social Security Benefits for Children with Disabilities

By Darlynda Bogle, Assistant Deputy Commissioner for Communications

Social Security’s Supplemental Security Income (SSI) program provides cash payments to children with mental and/or physical disabilities whose families have little or no income and resources. A child must meet all of the following medical requirements to be considered disabled:

The child must have a medical condition, or a combination of conditions, that result in “marked and severe functional limitations.” This means that the condition(s) must very seriously limit the child’s activities.

The child’s condition(s) must have been disabling, or be expected to be disabling, for at least 12 months; or the condition(s) must be expected to result in death.

Compassionate Allowances is a list of conditions that, by definition, meet Social Security’s standard for disability benefits. Thousands of children receive benefits because they have a condition on this list at www.ssa.gov/compassionateallowances/conditions.htm. Children with a condition(s) not on this list can still qualify for SSI.

A child must also meet other eligibility requirements. Since Social Security only pays SSI to disabled people with low income and limited resources, a child, who is not blind, must not be working or earning more than $1,310 a month in 2021. A child who is blind must not be working or earning more than $2,190. Some older teenagers may have part-time jobs or be involved in work programs, which Social Security will count for financial eligibility.

In addition, if an unmarried child under age 18 is living at home, Social Security may consider some of the parents’ income as the child’s income. We make allowances for the parents, and for their other children living in the home, when we consider the parents’ income. You can read more about children’s benefits in our publication, Benefits for Children with Disabilities. Earnings amounts usually change every year.

If you are a parent or know a parent, guardian, caregiver, or representative of someone you think may be eligible, visit our Disability Benefits- Apply for a Child (Under Age 18) web page to learn more and apply. We encourage you to apply if you think your child may be eligible.

"Alone we can do so little; together we can do so much." – Helen Keller
IL EARLY INTERVENTION IS OPEN AND ACCEPTING REFERRALS DURING COVID

MAKING A REFERRAL

Local Child and Family Connections Offices
• 800-323-GROW
• Office Locator - https://go.illinois.edu/CFCListing
• Standardized Referral Form - https://www.illinois.gov/hfs/SiteCollectionDocuments/hfs650.pdf

INTAKE/EVALUATION/ASSESSMENT

Intake/Evaluation/Assessment occur in multiple ways
• Telephone Consultation
• Live Video Visit
• Limited face to face visits

Technology Devices and Hotspots loans available at:
https://eiclearhouse.org/resources/techloan/

ELIGIBILITY

Eligibility For Early Intervention in Illinois
• Medical Diagnosis (including ELEVATED BLOOD LEAD (EBL))
  https://www.dhs.state.il.us/page.aspx?item=96962 OR
• Delay (30% or greater delay in a developmental domain)
  https://www.dhs.state.il.us/page.aspx?item=96963 OR
• At Risk
  https://www.dhs.state.il.us/page.aspx?item=96963

ONGOING SERVICES & SUPPORTS

16 Early Intervention Services & Supports provided via:
• Telephone Consultation
• Live Video Visit
• Limited Face to Face Visits
• Hybrid Approach

ANYONE CAN MAKE A REFERRAL TO EARLY INTERVENTION
Using High Expectations to Boost Students’ Sense of Belonging

In an article for Edutopia, Ian Kelleher reports that research shows that when students—particularly those from traditionally marginalized groups—feel like they belong in the classroom, they engage more deeply in the learning process.

Chris Hulleman, director of the University of Virginia’s Motivate Lab, defines sense of belonging as “the belief that one is academically and socially connected, supported, and respected.” This belief is one of three learning mindsets—along with growth mindset and a sense of purpose and relevance—that help us understand the deeper structure of motivation. A sense of belonging helps shape students’ beliefs about themselves, their potential, and the learning context, and is likely to be especially beneficial for students from traditionally marginalized groups. By deliberately addressing belonging in our classes, we can help build deeper engagement, deeper learning, more fairness, and a more positive whole child school experience.

An ongoing commitment to diversity, equity, and inclusion (DEI) work will help you build the foundations of belonging for every student.

But DEI work alone is not enough. Let’s go back to your students. Are your lessons designed in alignment with what we know from cognitive science about how the human brain learns? What does the practice work you assign look like? Classic research on belonging suggests that telling students you have high expectations of them and that you believe in their potential to meet those expectations has a positive impact. How do you follow through on that? How can you design learning experiences that help students meet those high expectations? Some strategies based on the science of learning can help.

To learn more about these evidence-based strategies for teaching content, promoting effective study skills, giving feedback, and fostering metacognition, read the full article here:

Family Matters is recruiting volunteers who would like to become educational surrogate parents

**WHAT IS AN EDUCATIONAL SURROGATE PARENT?**

An Educational Surrogate Parent is an individual who has been appointed to represent the educational interests of a child with disabilities when:

- No parent (as defined under 34 CFR 300.30) can be identified;
- The parent cannot be located;
- The child is a youth in care; or
- The child is an unaccompanied homeless youth.

What are the responsibilities?

- Learns about the student’s educational needs by getting acquainted with the student, communicating with personnel involved in the student’s education and/or care, and observing the student at school;
- Acts as the student’s advocate for educational matters;
- Provides or withholds consent for assessment and services/placement;
- Attends educational meetings on the student’s behalf;
- Works with school staff to develop an Individualized Education Program (IEP) for the student;
- Negotiates for appropriate services on behalf of the student;
- Abides by the laws of confidentiality when sharing information about the student;
- Requests complaint, mediation or due process procedures, if necessary;
- Reports services twice a year (also basis for reimbursement).

By volunteering as an educational surrogate parent, he/she becomes an important member of a team in determining and ensuring a child receives a free and appropriate public education. The educational surrogate parent must:

1. Complete the entire training (An educational surrogate parent application must be completed during the training.),
2. Pass the training exam, and
3. Complete and pass a background check.

Is there reimbursement for expenses?

An educational surrogate parent (ESP) is eligible to receive a flat fee ($50) stipend for expenses incurred while providing services. To be eligible for the stipend, the ESP must have provided at least one of the following services:

1. Observed the student at school
2. Met with personnel involved in the student's education
3. Met with personnel involved in the student's care
4. Attended meetings in person (virtually during Covid) to develop or review the student's Individualized Educational Program (IEP)

ESPs submit a form twice a year to request the stipend for each service provided to each student the ESP serves. An ESP can also choose to forego the stipend and volunteer their time.

See training options available on page 8.
Family Matters Will Be Providing Training for the Illinois State Board of Education’s Educational Surrogate Parent Program

If you are interested in serving as an educational surrogate parent for children in Illinois who need representation, or if you are already serving as an educational surrogate parent and need a refresher training, we have two options for you. The required training on the special education process is six hours in length. Due to COVID 19 restrictions, there will not be any in-person trainings. The training option in May is for two sessions in one day with a 3-hour morning session followed by a one hour lunch break and then a 3-hour afternoon session. Both sessions are required to fulfill the training requirement. The June training option has two 3-hour sessions in the evening on 2 consecutive days. Again both sessions have to be completed to fulfill the training requirement. All of these trainings will be offered through Go-to-Webinar, online only. You can select the option that works best for you.

After registering you will receive a confirmation email with the log-in information for the training option you selected. Want to learn more about what Educational Surrogate Parents do? Read more in the article on page 7.

May 18, 2021
9:00am to 12:00pm
lunch break 12-1pm
1:00pm to 4:00pm
https://register.gotowebinar.com/register/7189479349721541391

June 15, 2021
6:00pm to 9:00pm
June 16, 2021
6:00pm to 9:00pm
https://register.gotowebinar.com/register/5557926139892984847

Want to help make a difference while you shop in the Amazon app, at no extra cost to you? Simply follow the instructions below to select "Family Matters Parent Training Andinformation Center" as your charity and activate AmazonSmile in the app. They’ll donate a portion of your eligible mobile app purchases to us.

How it works:
1. Open the Amazon app on your phone
2. Select the main menu (=) & tap on "AmazonSmile" within Programs & Features
3. Select "Family Matters Parent Training Andinformation Center" as your charity
4. Follow the on-screen instructions to activate AmazonSmile in the mobile app

Donate to Family Matters each time you order from amazon. Just shop at http://smile.amazon.com/ch/20-5808691. You will have access to the same merchandise and pricing as you do when shopping at amazon.com.

Family Matters’ Board of Directors

If you have an interest in serving as a Board member, please visit our website and complete an application.
http://www.fmptic.org/sites/default/files/prospective%20board%20member%20questionnaire2.pdf

We welcome parents that fulfill demographic needs including geographical locations; parent representation of disability types; representation of age ranges, gender, and diversity; related professional interests; and volunteer experiences.

During the school year, our hours of operation at Family Matters are:
Tuesday and Wednesday 8:00AM to 6:30PM
Monday, Thursday, and Friday 8:00 AM to 4:30 PM
Julie Causton and Kate MacLeod are educators, researchers, and consultants who work with school district administrators, teachers, students and parents, across the country, to create inclusive schools for all learners. They frequently provide professional development to educational professionals on inclusive practices. In their book, *From Behaving to Belonging*, they specifically address an approach to supporting students with challenging behavior that is much different from the behavior management mindset that punishes, or rewards students for good or compliant behavior. Instead, this approach fosters a sense of belonging and treats even the most challenging students with kindness, creativity, compassion and love. Julie and Kate are not afraid to use words like love, compassion and heart, when talking about behavior and discipline and point out that even neuroscientists and biologists use those terms in their research as they learn more about the significant impact love and compassion have on the human mind and body. We have known for a long time that students need to know that we care before they will care about what we try to teach them.

The strengths-based, loving approach described in this book, complements strategies and ideas from two other practices that are commonly used by schools, Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices in Schools (RP). The book is a guide to using all types of behavioral supports that focus on belonging, acceptance, relationships, and building an inclusive school culture.

This is an important book for rethinking the ways students are typically disciplined in school and the authors cite research that highlights the need for change in educational practices. Among the most important findings:

- Reports of anxiety and depression among school-aged students are at an all-time high.
- One out of every five students report that they are bullied at school, and the reasons most often cited by students include physical appearance, race, ethnicity, gender, disability, religion, and sexual orientation.
- Students who are subjected to bias-based bullying are at a higher risk for negative emotional and psychological health effects than students who report nonbias-based bullying.
- Schools across the nation are suspending, excluding, and expelling students with disabilities, students of color, and LGBTQ students at a significantly higher rate than their nondisabled, white, and cisgendered peers.

The book begins by explaining the need to rethink the way we talk about and view challenging behavior from students. The authors urge us to always assume that students do not have a malicious or manipulative intent when displaying challenging behavior and to think that they do not yet know how to get their needs met in appropriate ways. If we remember that kids do well when they can and if we rely on the research-based evidence that show behavior is linked to a mismatch between student needs and classroom expectations, activity, schedule, or environment, then we can begin problem solving how to teach and how to help students learn different ways.

The authors acknowledge that teaching is hard and requires fulfilling multiple roles and responding to many challenging situations. They consider teaching to be an act of love that must start with caring relationships between students and teachers. Julie and Kate recognize that the mental health of educators is important in this work and they provide techniques for developing love and self-care. They also discuss how educators can put their love on display, showcasing real stories about teachers who helped challenging students achieve a sense of belonging and success.

One chapter of the book is devoted to discussion about traditional school practices that can impede a sense of belonging for many students. These include pullout programs for students with disabilities and separate classrooms for students with behavior challenges. Real life stories shared by the authors show how inclusive practices can ensure and create student connections.

The book contains information about the science of learning and offers examples of teaching strategies, activities, and resources to help create inclusive school cultures. And with all the positive, proactive focus on student and educator well-being and success, the authors also recognize that challenges will still occur and
This is a book that I wish all educators and school administrators would be required to read. It makes me dream about an educational system based on loving, caring relationships, in which all children get the emotional, academic, and social supports that they need to feel like they belong in their school community. There are many caring teachers working in our schools. Transforming our approach to behavior and discipline can happen. From Behaving to Belonging can be borrowed from the Family Matters’ Lending Library or can be purchased at www.ascd.org/books.

We’ll Be Your Connection

Monthly Parent-to-Parent Chats

Parents of children with special education needs, do you care to chat? Facebook chat that is. We offer a Parent-to-Parent Chat on the first Tuesday of every month at 12:30 PM through Facebook Live. We will broach a subject, but the chat can be about anything you want to discuss. Parents offer each other tips on things like preparing for IEP meetings, finding appropriate assistive technology to assist with learning, getting behavioral supports, and more. “Like” our page and click “See First” to get all our Facebook notifications.

www.facebook.com/FamilyMattersPTIC

Monthly Virtual Support Group for Parents of Youth 14-21 with IEPs

This chance to connect will begin in June. We will host an online meeting using the Zoom platform on the third Wednesday of each month from 6:30 to 7:30 PM. We will discuss a topic for the first 30 minutes, then open it up to a discussion about any issue related to transition from school to adult life. Topics will include such things as the types of assessments available to determine interests and skills for employment, planning high school schedules to include needed courses of study, securing opportunities to learn job skills, the types of soft job skills that are vital to obtaining and maintaining employment, and community living. Email info@fmptic.org to request a Zoom link for joining this group.

Virtual Support Group for Youth 14 – 30

We make connection happen for youth 14 – 30. On the second Friday of every month from 3:30 to 4:30 PM we host a Virtual Support Group for youth with disabilities via Ring Central Meetings. Youth talk about their accomplishments, their struggles, their need for support, their growing independence, and their opportunities to speak up for themselves. They ask questions and encourage one another. Youth can join the conversation or just listen. We are just there to facilitate the discussion. We collaborate with TAP-The Autism Program at CTF in Charleston to host these events. We welcome youth and young adults to attend by going to this link at the scheduled day and time.

https://meetings.ringcentral.com/j/1491746958
New Resources for Families from The Early Intervention Clearinghouse!

With the recent changes to early intervention during COVID-19, the Early Intervention Clearinghouse has developed and updated resources for families and professionals. Our most current resources include:

Frequently Asked Questions (FAQ): We developed a research in Question and Answer format about early intervention. Questions include: “What is the process for requesting in-person early intervention services and meetings?”; “How do I decide whether to receive in-person early intervention services?” and “What are the safety precautions for in-person early intervention services?”. Here is the link: https://eiclearininghouse.org/everyday/faq-inperson-visits/

The FAQ is available in Spanish at: https://eiclearininghouse.org/es/everyday/faq-inperson-visits-sp/

Tipsheet about Deciding Between Live Video Visits, Phone Consultations, and In-Person Early Intervention Services: We have a one-page tipsheet for families to determine which is right for their children and their families: live video visits, phone consultations, and/or in-person services. Here is a link to the tipsheet: https://eiclearininghouse.org/einotes/whats-right/

Here is a link to the tipsheet in Spanish: https://eiclearininghouse.org/es/einotes/whats-right-sp/

Periodically, the Early Intervention Clearinghouse publishes updates about early intervention during COVID-19. To learn about the most recent changes to early intervention during the pandemic, see: https://eiclearininghouse.org/everyday/21629/

Also, we received additional devices (iPads and WIFI hotspots). If you know a family who needs a device to participate in live video visits, you or the family can complete our online form: https://eiclearininghouse.org/resources/techloan/

You may also consider contacting Rush University, which has a research project enabling families to access technology. Please contact Lauren Little for more information (312-942-1759 or lauren_little@rush.edu).

Content Nuggets Explore Key Ideas About Inclusion

Early CHOICES and the Early Intervention Training Program at the University of Illinois recently launched a new series of bite-size videos with embedded resources and activities to help understand, promote, and advocate for inclusion for children birth to age 5. Each topic has a guide to support understanding and provide resources on the topic. Topic guides can be used as a companion tool for the learner and as a stand-alone tool to help facilitate discussions and extended learning opportunities. The topics are: Inclusion is a Journey, Least Restrictive Environment, and Commitment to Inclusive Practices (Law, Policy), Benefits of Inclusive Practices, Inclusive Settings, and Implementing and Advocating for Inclusion. Find these resources in English and Spanish at https://www.ecdrc.org/good-to-know/understanding-inclusion/
Transition Spotlight

When students with disabilities are in high school, preparing for the transition from school to whatever post-secondary goals they have for independent living, vocational training, working, or further education, it’s important that they develop self-determination skills. Speaking up for themselves, making responsible decisions and choosing the direction of their life are abilities all parents want for their children. Preparing children to become self-advocates should begin at an early age. One means of developing self-determination skills is for students to learn to participate in, and eventually lead, their own IEP meetings. For some great resources for parents and educators to use with youth visit the I’m Determined website at: www.imdetermined.org.

STUDENT INVOLVEMENT IN THE IEP
The Individualized Education Program (IEP) is a legal document developed by the student, teachers, administrators, parents and other team members. The IEP helps students with disabilities to reach their goals. According to the Individuals with Disabilities Education Act (IDEA), the IEP must focus on the student’s preferences, interests, needs, and strengths. All students, regardless of age or disability, can be involved in the development of their own IEP.

All students need to be a part of their IEP meetings after being provided with direct instruction, accommodations, and opportunities to practice or role play their participation. Some important tips to remember when including young students in their IEP meetings include:

* Consider the age when determining the length of time the student will participate;
* Ask all team members to use language that the student will understand;
* Acknowledge the student for their participation

View these videos: "IEP Participation Empowers Students" and "It’s All About You; Get To Know Your IEP".

Students who participate in their own IEP meetings often know more about their disability, rights, goals, and accommodations. Through this participation, they have the opportunity to practice many skills that will help facilitate their independence, their ability to overcome obstacles, and their ability to lead more self-determined lives.

STUDENT-LED PARENT/TEACHER CONFERENCES
Student-led conferences take the concept of student-led IEPs and apply it to the general education setting. Students lead the traditional parent-teacher conference which then becomes a time to celebrate the student and the work they’ve accomplished. Academic or behavioral issues are addressed with all the key players at the table. Family participation has increased greatly using this student-centered approach.

STUDENT INVOLVEMENT IN SCHOOL AND HOME LIFE
When students learn and practice self-determination skills, they become more involved in advocating for their needs, speaking up for others, and taking on leadership roles. Several clips (below) feature I’m Determined Youth Leaders discussing their involvement in their schools and communities.

https://www.imdetermined.org/?sfid=3176&_sft_category=student-involvement

https://www.imdetermined.org/?sfid=3176&_sft_category=student-involvement&_sft_post_tag=elementary

https://www.imdetermined.org/?sfid=3176&_sft_category=student-involvement&_sft_post_tag=middle
Archived Webinars on Transition

Our webinars are available any time of day as archived recordings on our website. Learn beneficial information as your schedule allows. Just visit [www.fmptic.org/recordings/family-matters-recordings](http://www.fmptic.org/recordings/family-matters-recordings) and search by topic category, title, date of recording, or presenter name. Click on the event you plan to watch, submit basic registration data (name, email, etc.), and the webinar will begin.

Here are a few to check out:
- **Creating a ‘Village’ in Transitioning Your Son or Daughter to Inclusive Living**
  - Presented by Dr. Ann Turnbull
- **Getting Ready for Employment: Transition Services**
  - Presented by Sue Walter
- **Your Child’s Right to Appropriate Transition Services**
  - Presented by Mike Shea and Emily Wilson
- **Parents Raising Strong Self-Advocates**
  - Presented by Karrie Potter

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Items Available From Our Lending Library

- **Guiding Your Teenager with Special Needs Through the Transition from School to Adult Life-Tools for Parents**
  - Mary Korpi
  - Essential information and advice to help families prepare for transition.

- **Life Beyond the Classroom-Transition Strategies**
  - Paul Wehman
  - Comprehensive information on facilitating transitions for young people with mild, moderate, or severe disabilities.

- **The Way to Work-How to Facilitate Work Experiences for Youth in Transition**
  - Richard Luecking
  - Helps educators and others facilitate satisfying work experiences and jobs for high school students and young adults.

- **7 Steps for Success-High School to College Transition Strategies for Students with Disabilities**
  - Elizabeth Hamblet
  - Strategies for students with learning disabilities with resources included for educators of high school students.

To borrow these items free of cost go to: [www.fmptic.org/library](http://www.fmptic.org/library)
Test Your Knowledge About…
Extended School Year Services

Questions:
1. The term Extended School Year means the same things as Summer School. True or False?
2. The only way that a student with a disability can qualify for extended school year services is to show a pattern of regression during school breaks with a lengthy period of time needed to regain the skills. True or False?
3. Extended school year services can be provided during the summer, or during extended days during winter and spring breaks in the school year. True or False?
4. School districts cannot limit extended school year services to students in certain disability categories of eligibility. True or False?

Answers:
1. False. Extended School Year (ESY) services are provided to qualifying students with disabilities whose IEP teams have determined the students need those services beyond the length and time of the regular school year. Summer school programs are usually general education courses offered after the end of the school year for students who meet the enrollment requirements and may include fees from parents. ESY services are part of a free appropriate public education (FAPE) for an eligible student with a disability so are at no cost to parents. A student with a disability who qualifies for ESY could get those services in a summer school program if appropriate for the student and at no cost to parents. Students with disabilities could choose to enroll in a district summer school program if they meet the enrollment criteria and if their enrollment is not related to ESY services, then parent fees might apply.
2. False. Regression during school breaks with lengthy recoupment time is one way for students with disabilities to qualify for ESY but there are other factors to consider as well. When IEP teams meet to determine if ESY is needed they need to consider all these factors:
   - Did the student make progress on IEP goals?
   - To what extent where the IEP goals met?
   - Does the data and other relevant information reflect that any decline in the student’s rate of progress occurred after breaks in instruction?
   - Was the student’s rate of progress aligned with their ability?
   - Is the student beginning to master an important skill such that instruction cannot be interrupted without loss of mastery?
   - Does the student’s family have the resources and ability to support their child’s learning during the months when school is not in session?
3. True. Extended school year services are services meant to continue some or all of a student’s IEP goals during a period of time that goes beyond the normal school year. They could be provided during an extended school day, during the summer when the regular school year is over, or during scheduled school breaks like Christmas break or spring break when other students are out of school. The IEP team members, including the parents, determine how much service a student needs and when it will be provided.
4. True. School districts cannot create policies that limit ESY services to only a certain group of students, such as allowing ESY only for students with the most significant disabilities. They also cannot create policies to limit the amount of time allowed for ESY services as that would not comply with the provisions that require IEPs to be based on students’ individual needs.

For more information about ESY go to this link at the Illinois State Board of Education website for a Frequently Asked Questions document: https://www.isbe.net/Documents/Ext-School-Year-FAQ.pdf You can also call our office with questions or to ask for a fact sheet on Extended School Year.