The mission of FMPTIC is to build upon families’ strengths, to empower parents and professionals to achieve the strongest possible outcomes for students with disabilities and to enhance the quality of life for children and young adults with disabilities. We provide disability-related information, referral, linkage, telephone and email consultation regarding individual issues, parent training, training for professionals and support staff, lending library, informational packets on special education issues, and educational record review.

Inside this issue:
- Equip Our Kids: 3
- Book Review: 4
- FM Archived Webinars & Library Items: 5
- Tot Spot: 6
- ISBE Releases Guidance: 7
- Resources for Parents for Remote Learning: 9
- Test Your Knowledge: 10
- 20th Anniversary-Olmstead Decision: 12

New Law Helps Parents Be More Prepared for School Meetings

Last week, Illinois Governor Pritzker signed the education omnibus bill SB 1569 into law, now known as Public Act 101-0643. It will be effective on July 1. As part of this new law, schools must provide parents of children with disabilities with the written IEP materials three school days in advance of an IEP meeting. Although the current federal regulations for the Individuals with Disabilities Act (IDEA) do require school districts to provide parents access to any of their child’s educational records prior to any IEP meeting, they do not specify that districts must give the information directly to parents prior to IEP meetings. So, this new state regulation means parents will not have to ask for copies of reports, data, and draft materials but instead will automatically be given the materials. This means parents will know what to expect and can be better prepared to participate in IEP meetings.

The part of the new law that is relevant to the three day draft IEP requirement states:

- Beginning July 1, 2020, copies of all written materials that will be considered by the IEP team will be made available to parents statewide THREE DAYS in advance of an IEP team meeting.
- Parents can choose from available methods of delivery. Mail and school pick-up must be available options.
- For an IEP eligibility meeting, written materials include “all evaluations and collected data that will be considered at the meeting”.
- For an IEP meeting, written materials include “all IEP components that will be discussed other than the components related to educational and related service minutes”.
- Parents must be notified of their right to review and create copies of their child’s school student records.
- The Local Educational Agency (school districts) must make available records of the delivery of related services and minutes of each type of related service that was administered. Related services include occupational and physical therapy (OT/PT), nursing, counseling and social work, etcetera.
- For services not implemented within ten days after the service was supposed to be initiated per the IEP, the parent must be notified of non-implementation within three school days and must be told the procedures for requesting compensatory education services.
- Multi-tiered system of supports (MTSS), components are described, and parents must be notified that the school is providing additional support through MTSS. Your district may be using the term, Response to Intervention or RTI instead of MTSS.
- Specifies that MTSS should use a collaborative team process that includes engagement of and regular communications with the child’s parent or guardian. This means parents should get regular...
Summer 2020

progress monitoring reports and know which tier or level their child is working in.

This bill is an important expansion and clarification of the rights of parents/guardians of students with disabilities. It originally passed months ago but school districts requested an extension in order to prepare to implement these new requirements. After that delay, the law is now effective July 1st, 2020.

Another section of Public Act 101-0643 makes some changes to the School Code regarding Evidence-Based Funding, the way that Illinois now distributes state funding to school districts. Instead of relying on property tax revenue, which created inequitable resources in school districts across the state, the Evidence-Based Funding formula will assure that the districts’ revenue needs will be evaluated for certain factors, and state funding will match the level of need for each district. The goal of Evidence-Based Funding is to ensure that every student receives a meaningful opportunity to learn irrespective of race, ethnicity, sexual orientation, gender, or community-income level. It says that when fully funded (by June 30, 2027) every school shall have the resources, based on what the evidence indicates is needed, to provide all students with a high quality education.

To learn more about Multi-Tiered System of Supports (MTSS) check out the archived webinar on Family Matters’ website. www.fmptic.org
As part of the Center for the Improvement of Child Caring's efforts to assist parents and families during the coronavirus, CICC is herein connecting you to an extraordinary resource called **The Parent & Child Emotional Survival Toolkit**

The **EQuip Our Kids! Survival Kit** consists of some of the best and mostly free and enjoyable resources online.

It includes **videos, games, apps** and **written guides**.

They are for both parents and **for children**. Their purpose is to help deal with emotional and psychological reactions to home confinement, money struggles and fears of the future.

Many are geared to the specific ages of the children, from infancy through the teenage years. They are from many different credible organizations and have been reviewed and approved by child development and parenting experts.

To obtain **The Parent & Child Emotional Survival Toolkit**, follow this link:

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**Census Bureau Plans to Send Additional 2020 Census Reminder Before Census Takers Visit**

**JUNE 24, 2020** — The U.S. Census Bureau announced today that it will send an additional reminder postcard to households that have not yet responded to the 2020 Census. The postcard is scheduled to arrive between July 22 and July 28, a few weeks before census takers are set to begin visiting most households that haven’t responded.

The COVID-19 pandemic delayed the start of census taker visits from mid-May to mid-August, giving the Census Bureau the opportunity to send one more reminder to households encouraging them to respond online, by phone or by mail. Responding now minimizes the need for census takers to visit homes to collect responses in person. About 61.7% of households across the country have already responded online, by phone or by mail since invitations began arriving in mailboxes on March 12.

Please help Illinois receive all the federal funding for public services that it should get, by responding to your census survey. It’s quick and easy and only takes a few minutes online. It’s important for every person in every household to be counted as Illinois is one of the states with a declining population. Everyone counts and an accurate count of our total population will ensure that federal dollars are distributed equitably.
Measurable goals are important in a student’s IEP. A measurable goal identifies areas of need, tells the team where the child is now, where they expect the child to be in one year’s time, and what steps will be taken in order for the child to meet that goal.

Writing measurable IEP goals can be a stressful part of the IEP process for both parents and professionals. It can be difficult for the IEP team to start the goal writing process.

The authors of “S.M.A.R.T.E.R. STEPS Guide to Creating Smarter IEP Goals”, recognized the need for a user-friendly way to recall all of the IEP goal mandates/requirements. They found that the 13 federal mandates fit into the acronym S.M.A.R.T.E.R. which stands for:

- **Specific**
- **Measurable**
- **Attainable & Accountable**
- **Research & Evidence-based**
- **Teachable**
- **Evaluated & Communicated**
- **Relevant to general/alternative curriculum**

In this book the authors explain the 13 federal mandates related to IEP goals. For each mandate they share a legal excerpt followed by a summary explaining the meaning of the excerpt.

Chapter 4 breaks down what each component of a “S.M.A.R.T.E.R.” goal looks like. Chapter 5 provides example goals to help the reader on their journey to learning how to write “S.M.A.R.T.E.R.” goals. One example goal included in the book is a Speech Goal:

**Area of Need: Speech**

**Annual Goal:** Dorothy will produce conversational speech with an average rating of 3 on the Likert Intelligibility Scale during language arts small group discussions as rated by the teacher for 3 out of 4 sampling days for 3 consecutive months. Data will be gathered once per week and evaluated monthly.

Teacher will be seated by the visual cue station during discussions to promote carry-over. (Koegel, Koegel, & Ingham, 1986).

To determine what the student’s current level of performance was, the authors show that the student was assessed to establish her starting point: Scale Baselines: 2.0 (Dec. 2013); 2.5 (May 2014). They also explain the measurement criteria:

**Likert Intelligibility Scale**

1. requires frequent clarifications by teacher
2. requires clarifications sometimes by teacher
3. rarely requires clarifications by teacher

Progress will be communicated to parents monthly via email by the speech and language pathologist (SLP). SLP will email teacher weekly with Likert Scale to collect data.

This goal aligns with the Common Core Standard English Language Arts (ELA) Literacy SL6.4. Clear Pronunciation.

This book also provides a sample professional development plan and quiz. The authors include a S.M.A.R.T.E.R. STEPS goal worksheet, goal template, and prioritization worksheet.

This book is an easy read, full of examples and instructions that will provide parents, professionals, and IEP team members with the knowledge to use a new approach to writing S.M.A.R.T.E.R. IEP goals with ease. The examples can help parents to identify areas of need for their child so they can make sure the IEP team considers all areas of need and also helps them to figure out if their child’s goals make sense, are measurable, attainable, and relevant.
Recent Archived Webinars You May Have Missed

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/familymatters-recordings](http://www.fmptic.org/recordings/familymatters-recordings) and choose a topic of interest. Click on the event you plan to watch, submit basic registration data (name, email, etc.), and the webinar will begin.

ARCHIVED WEBINARS include:

- Using A Social Story to Explain the Coronavirus
- What Have We Learned from Remote Learning
- You Child’s Spec. Ed. Rights During COVID 19 Remote Learning and When They Return to School
- Don’t Leave Safety to Chance: Teaching Teens and Adults with Disabilities How to Interact Safely with Police
- Teaching Your Kids How to Ask for Help

Items Available From Our Lending Library

**How to Do Homework Without Throwing UP**
An illustrated book for youth who do NOT want to do homework including a fun look at homework skills.

**Winning the Study Game - Learning How to Succeed in School**
A book for youth on how to turn things around - study for tests, get organized, and plan ahead.

To check out an item, go to: [https://www.fmptic.org/library](http://https://www.fmptic.org/library)

During the Summer Hours we have staff available Monday through Friday 8:00am to 4:30pm

Family Matters’ Board of Directors
If you have an interest in serving as a Board member, please visit our website and complete an application. 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.

Providing Resources to Families During COVID-19

We realize this can be a stressful time for families. Funded by the Illinois Department of Human Services, The Illinois Early Intervention Clearinghouse (EIC) has free resources for families and professionals during the current pandemic. Below, we list some of these resources:

**Information about Live Video Visits:** During the current pandemic, live video visits are being offered to families in Illinois. Given that live video visits are new to Illinois families and providers, we developed several accessible tipsheets about live video visits:

- **Introduction to Live Video Visits:** [https://eiclearinghouse.org/einotes/telehealth-intro/](https://eiclearinghouse.org/einotes/telehealth-intro/)
- **Technology for Live Video Visits:** [https://eiclearinghouse.org/einotes/telehealth-technology/](https://eiclearinghouse.org/einotes/telehealth-technology/)
- **Live Video Visits versus In-Person Visits:** [https://eiclearinghouse.org/einotes/telehealth-description/](https://eiclearinghouse.org/einotes/telehealth-description/)

- **Resources about telehealth:** [https://eiclearinghouse.org/guides/telehealth/](https://eiclearinghouse.org/guides/telehealth/)

**Ways to continue to provide EI at home:** We have tipsheets for families to use so they can continue to reinforce Early Intervention strategies at home. See:

- **Ways to implement EI during COVID-19:** [https://eiclearinghouse.org/einotes/telehealth-implement/](https://eiclearinghouse.org/einotes/telehealth-implement/)
- **Daily Routines are Learning Times:** [https://eiclearinghouse.org/einotes/routines/](https://eiclearinghouse.org/einotes/routines/)
- **Everyday Early Intervention: Lets do the Laundry:** [https://eiclearinghouse.org/einotes/do-laundry/](https://eiclearinghouse.org/einotes/do-laundry/)
- **Everyday Early Intervention: Bubbles:** [https://eiclearinghouse.org/einotes/bubbles/](https://eiclearinghouse.org/einotes/bubbles/)
- **Everyday Early Intervention: Couch Time:** [https://eiclearinghouse.org/einotes/couchtime/](https://eiclearinghouse.org/einotes/couchtime/)

**Technology and Equipment to Support Live Video Visits:** We are loaning technology (e.g., tablets) and equipment (e.g., WIFI hotspots) to families of children who receive early intervention services and are interested in receiving early intervention through live video visits (i.e., telehealth). Please contact us if you are interested in these materials.

To learn more about the Illinois Early Intervention Clearinghouse, check out their website at [http://eiclearinghouse.org](http://eiclearinghouse.org) or give them a call at (877) 275-3227

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**Early CHOICES wants to hear from you!**

During these unprecedented and transformative times, we are looking ahead to the future and the critical importance of inclusion. To raise visibility and awareness, we've launched a statewide campaign to share stories of how families, schools, and communities are including children with disabilities.

We invite you to share your inclusion success stories with the hashtag: #IllinoisIncludes, either via your own social media channels or by emailing inclusion@eclre.org so we can share your story.

Your voice matters, now more than ever, and we hope you'll share your experiences today!

Please follow us on Instagram, Facebook and Twitter @earlychoicesorg to hear stories from throughout Illinois.

[www.eclre.org](http://www.eclre.org)
ISBE Releases Guidance for Summer School and for Extended School Year for Students with Disabilities

Early in June, the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH) released their plan for schools to begin transitioning to in-person instruction during Phase 3 of the Illinois plan for reopening. Their joint guidance lists the safety requirements for in-person activities, including the use of social distancing, no more than 10 individuals gathered in one place, enhanced cleaning procedures and use of personal protective equipment. Additional information allowed in Phase 4 is available here: [https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf](https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf), but these requirements may be revised as schools start the 20-21 school year.

The current guidance from ISBE suggests that school should prioritize summer services for students with disabilities who need those services, as it states:

“Districts should plan so that all students who need to can participate in summer school. ISBE encourages districts to provide special populations, which may include students with Individualized Education Programs (IEPs), English Learners, and those who received in completes during remote instruction, with priority consideration for services. School districts should consider utilizing federal Coronavirus Aid, Relief, and Economic Security (CARES) Act funding to support equitable access to summer school opportunities. Summer programming may not fully compensate for learning losses students have experienced; however, high and consistent student attendance and engagement, intensive planning, both academic and enrichment programming, and staff support will bolster the positive impact of summer programs on student achievement. (See [https://www.rand.org/pubs/research_reports/RR366-1.html](https://www.rand.org/pubs/research_reports/RR366-1.html) ) ISBE and IDPH support schools in maintaining safe and healthy learning environments. Strong infection control policies are not new to schools, but the current pandemic requires many new procedures and policies to protect the health of children, staff, and their families. Limiting the spread of COVID-19 requires continued social distancing, which means that children and staff need to be in stable groups that are smaller than those normally permitted.”

Activities allowed in Phase 3 include:

- **Behind-the-Wheel Instruction** -- Students may participate in behind-the-wheel instruction. Vehicles must be cleaned and sanitized between each use and only two students and one instructor may be in a vehicle at a time.
- **Child Find** -- Districts may conduct activities pertaining to the legal requirement that schools find all children who have disabilities and who may be entitled to special education services.
- **Early Childhood, Special Education, and English Learner Screenings** -- Schools and districts may conduct in-person early childhood, special education, and English Learner screenings.
- **Extended School Year** -- Districts may offer extended school year services, as appropriate, to students whose Individualized Education Programs (IEPs) require the service.
- **Host Summer Camps and Other Programs** -- Schools and districts may allow buildings to be used for summer camps and other programs sponsored by third parties. Playgrounds may not be used.
- **Individualized Education Program Meetings** -- Districts may conduct IEP meetings for families who have been unable to engage in virtual IEP meetings. These meetings should still be held virtually, to the greatest extent possible.
- **Mediation and Due Process Hearings** -- Mediations and due process hearings may take place in person. However, it is recommended that mediation and due process hearings still be conducted virtually, if all parties agree to do so.
- **School Registration** -- Staff may provide in-person registration for students and families, when necessary. Schools and districts should also provide remote registration opportunities.
- **Special Education Evaluations** -- Districts may conduct evaluations that could not be completed virtually. Evaluations should still be held virtually, to the greatest extent possible.
- **Staff Meetings and Professional Development** -- Districts may convene staff members for any appropriate training, planning, and professional development purposes.

**Summer Meals Distribution** -- ISBE highly encourages school districts to evaluate the needs of their students and community as they transition into the different phases of opening the state and continue to provide meals through the summer to meet the needs of their communities. The required Summer Food Service trainings can be conducted virtually.

Continued on Pg 8
The U.S. Department of Agriculture recently extended several key flexibilities through Aug. 31, 2020, to allow school districts to continue to provide non-congregate meals to meet the needs of their communities. Further, Public Act 096-0734 requires every public school in which at least 50 percent of the students were eligible for free and reduced-price lunches and has a summer school program must provide a summer breakfast and/or lunch to the students in the summer school and children in that community.

- **Summer School** -- Schools and districts may conduct in-person summer school. Special populations, which may include students with IEPs, English Learners, and students who received incompletes during remote instruction, should receive priority consideration for services.

- **Testing Centers** -- Schools may serve as testing sites for students.

A full copy of the Phase 3 guidance can be found at: [https://www.isbe.net/Documents/IDPH-ISBE-Summer-Programs-Guidance.pdf](https://www.isbe.net/Documents/IDPH-ISBE-Summer-Programs-Guidance.pdf)

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**Talking with Kids about Racism**

Parents have many different jobs when it comes to raising children, whether their children have disabilities or not. Some parenting jobs are easier than others. For many families, one of the hardest parts of parenting is figuring out how to talk about tough subjects like sexual development, understanding the Coronavirus and why kids aren’t going to school, and most currently, why crowds of people are demonstrating when we are supposed to avoid large groups and stay home when we can. Talking about racism with our kids is one of the jobs parents might wish they had some help with.

The Child Mind Institute is an excellent resource for parents to find help on talking to children about racism and violence and for learning how to help kids handle the news. They offer guidelines to help parents with this task. The guidelines come from Dr. Kenya Hameed, a PsyD, a clinical neuropsychologist, with expertise in the subject matter who offers short, simple, and practical tips that parents can keep in mind to help their kids deal with troubling news about race and violence. Follow this link to read the guidelines: [https://childmind.org/article/racism-and-violence-how-to-help--kids-handle-the-news/](https://childmind.org/article/racism-and-violence-how-to-help--kids-handle-the-news/)

In the fall when the school year begins, the current Phase 4 guidelines ([https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf](https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf)), anticipate that schools may need to use a combination of in-person and remote learning. A lot will depend on local conditions and various areas of the state may need to implement different school schedules. But, the Phase 4 guidance emphasizes that children with disabilities who have IEPs should be prioritized for in-person instruction, giving due consideration to the health needs of medically fragile children and any vulnerable family members. Important things for parents to remember are that IEP meetings should be held when they are due, and parents should provide information about the impact of remote learning on their children to help IEP teams to consider the need for compensatory services. If parents think their child is in need of summer services because of learning loss during the COVID-19 school shutdowns, parents can request an IEP meeting to talk about summer services. Parent who want more information about this can call Family Matters for assistance, at our helpline: 866-436-7842.

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Even very young children need to learn about racism, and in fact the younger that children learn to recognize racism, the more likely they are to combat racism as they grow up. There is no single correct way to address the issues of racism, and factors like the developmental level of your child, and their experiences in school and interactions with a diversity of people will affect their level of understanding. But, parents, it’s important, so do talk to your kids about racism. Check out the array of resources available from the Child Mind Institute to make your job easier.

Dr. Hameed suggests:

- Validate children’s feelings
- Don’t avoid talking about it
- Be clear, direct and factual
- Even with young children, use clear language
- Emphasize that racial violence is wrong
- Talk about history
- Encourage questions – and don’t worry if you can’t answer them
- Try to be calm, but don’t hide your emotions
- Rely on your support system
- Keep conversation open
- Explore resources.

Resources for Parents for Remote Learning from National Projects

The Early Childhood Technical Assistance Center (ECTA) has many videos and resource information for parents of young children in early intervention or preschool programs, including how to talk to your children about the pandemic. www.ectacentr.org

The National Center on Systemic Improvement (NCSI) has a lot of great examples of materials that can be used by students with significant disabilities during home learning www.ncsi.wested.org

NTACT – National Technical Assistance Center on Transition has information on remote work-based learning experiences www.transitioncoalition.org/ask-the-experts/

AEM Center has information about creating learning materials that are accessible for all disabilities http://aem.cast.org/about/aem-center-covid-19-resources.html

National Center for Pyramid Model Implementation for information about meeting the social and emotional needs of young children www.challengingbehavior.cbc.usf.edu/emergency/index.html

IRIS Center is for professional development but has created a module for parents on helping their children during remote learning www.iris.peabody.vanderbilt.edu/module/c19/

PBIS Center has materials on using positive behavior intervention and support in remote learning www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction

TIES Center has information and resources on inclusive education for students with significant cognitive disabilities www.tiescenter.org and for remote learning: www.publications.ici.umn.edu/ties/building-engagement-with-distance-learning/an-overview-framework

The New England Consortium on Deaf/Blindness has resources for remote learning for student who are deaf and blind www.perkins.org/services/nec

The Center for Parent Information and Resources (CPIR) has tip sheets for virtual IEP meetings www.parentcenterhub.org

The National Center on Literacy has resources on remote learning for literacy skills www.improvingliteracy.org

Summer Activities for Kids with Learning Disorders Recommended by the Child Mind Institute

As we head into a very unusual summer, many parents — especially parents of kids with learning disorders — are wondering how to help their kids make the most of all this free time. With many camps and other standard summer activities off the table, how can kids continue to learn, grow and prepare for school in the fall?

Kids with learning disorders, ADHD or language difficulties are particularly vulnerable to what we call “the summer slide.” That refers to the loss of skills that a lot of kids see in reading and especially math over the summer months. Now, with the coronavirus crisis and the long break from the classroom that most kids have had, it’s even more important to help kids maintain and develop their skills over the summer.

Summer is definitely a time for everyone to loosen up a bit, but at the same time, parents can use some of the following strategies to help their kids stay on track academically, emotionally and socially.

Child Mind Institute recommends:
- Keep academics in the mix
- Maintain a routine
- Prioritize time outdoors
- Be smart about screens
- Stay socially connected

For ideas and resources on how to do those things, read the full article at: https://childmind.org/article/summer-activities-for-kids-with-learning-disorders/
Test your Knowledge About Compensatory Education

Questions:

1. Compensatory Education is a term used in the Individuals with Disabilities Education Act (IDEA) to describe services that a student with an Individualized Education Program (IEP) might need if the student does not receive all of the services that have been written into the IEP. True or False?

2. A student has an IEP that lists speech and language therapy for 60 minutes per week during three 20-minute sessions each week with the school speech therapist, through the duration of the school year. In January the speech and language therapist left the school for 2 months of maternity leave and the student received no speech therapy services during that time. Because the district did not know the therapist would be taking a 2-month maternity leave at the time that the IEP was written and no substitute speech therapists were available during the time of the maternity leave, the school district would not need to consider compensatory services. True or False?

3. Extended school year is a type of compensatory service for students with IEPs. True or False?

4. Compensatory services can be provided in many different ways including: extended school days, tutoring services provided in addition to the IEP services, school district-paid tuition at private schools, summer services, educational services beyond age of 22, or reimbursement for parent or family member payment of services from a private provider. True or False?

Answers:

1. False. The term compensatory education is not referenced in the IDEA. Compensatory Education is a legal term that arose from case law in court decisions where judges or hearing officers decided that students were entitled to compensatory services when their school districts failed to provide a free appropriate public education (FAPE). One of those cases, from 2007, Draper vs. Atlanta Independent School District, involved a student with a learning disability who was misidentified as a student with intellectual disabilities by his school district. Because the student was misidentified, he was never taught appropriately for his ability level and never learned to read. In its decision the court ruled that compensatory education was appropriate relief in a case where the school’s failure over time to provide FAPE to a student, meant that they needed to do more than develop an appropriate IEP, but needed to provide services that would put the student in the position the student would have been in but for the violation of IDEA. In other words, because the school district failed to evaluate Draper correctly, and failed to teach him to read over many years, to order a remedy of requiring the school district to write a different IEP and start teaching him to read would be insufficient. The judge noted that the district didn’t know how to teach him to begin with so ordering them to start teaching him wouldn’t make up for his lost skills. The court ordered compensatory services which required the school district to pay for 4 years of tuition at a private school that understood learning disabilities and was prepared to teach Draper the reading skills he lacked.

2. False. Because the student’s IEP identified speech and language therapy as a needed service for the student to benefit from special education, and determined that he needed the intervention from a speech therapist for 60 minutes per week, when the student didn’t receive those services for two months, it meant that he was being denied FAPE. Some school districts do struggle to find qualified substitute providers to replace therapists during unanticipated absences. However, school districts have a responsibility to put forth effort to locate the needed services and sometimes that means they may have to contract with an outside provider like a therapist working in a hospital setting or private therapists. If those attempts to find alternative therapy sources for the student weren’t tried, then the student might be eligible for compensatory services.

Continued on Pg. 11
3. **False.** Extended school year services and compensatory services are two different things. Compensatory services might be offered to a student by a school district when they have failed to provide a FAPE to the student and acknowledge that error, or when a court case determines that a school district failed to provide FAPE and then orders compensatory services to make up for what the student lost. Extended school year services, on the other hand, are services that an IEP team decides are needed by a student because the school break is likely to disrupt the student’s current rate of learning, or that the student would regress during so much time without services and would take too long to recover those skills in the next school year, or that the student’s circumstances during the school break would not provide any opportunity for skill maintenance or stimulation to keep their learning active, among other reasons.

4. **True.** Whether compensatory services are offered by a school district, or agreed to by a school district, or are ordered by a court – compensatory services can take many different forms including all those types listed in the question. The examples in the question are all types of compensatory services that have actually been provided to students. When courts have considered cases where parents seek compensatory services because they believed that their school districts did not provide a free, appropriate public education to their child, the courts look carefully at the types of student evaluations that were done by districts to determine if they were adequate, evaluated every area of need, were comprehensive enough to get to the root of the student’s learning deficits, if services were provided as described in the IEP, if the student’s progress was monitored adequately, and if the IEP team reviewed any lack of progress and made adjustments due to lack of progress. Failure to do those things are some of the most common reasons that schools might have to provide compensatory services.

For more information about compensatory education, check out articles from attorney Pete Wright at this site: [https://www.wrightslaw.com/info/comp.ed.law.htm](https://www.wrightslaw.com/info/comp.ed.law.htm)

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**Accessibility Tools to Help Students**

The pandemic school shutdowns have highlighted the need for supports for students with disabilities to access online instruction. But, did you know that there are many accessibility features built in to Microsoft products? Those who don’t need those features may not realize the benefits these features provide when they need to communicate or send information to people with disabilities. The National Center on Accessible Educational Materials (AEM) provided a webinar on this topic and it is now recorded and available on their website. Following is a description of the webinar content:

Have you taken a recent look at the robust features across Microsoft tools that improve learning opportunities for people with disabilities? They’re built into the products that teachers, learners, and families may already be using. Join us to learn about these features, including how they’re being used in instructional practice. If you have time before the webinar, we suggest that you take a look at Microsoft’s Educator Center for special education and accessible resources for remote learning, [https://education.microsoft.com/en-us/resource/0c6e9c42](https://education.microsoft.com/en-us/resource/0c6e9c42)

The webinar can be viewed at: [http://aem.cast.org/about/events/2020/06/microsoft-tools-in-practice.html?utm_source=CAST+Newsletter&utm_campaign=c8bdcdd29a-EMAIL_CAMPAIGN_2018_07_18_02_58_COPY_01&utm_medium=email&utm_term=0_7396dac1a2-c8bdcdd29a-55537557](http://aem.cast.org/about/events/2020/06/microsoft-tools-in-practice.html?utm_source=CAST+Newsletter&utm_campaign=c8bdcdd29a-EMAIL_CAMPAIGN_2018_07_18_02_58_COPY_01&utm_medium=email&utm_term=0_7396dac1a2-c8bdcdd29a-55537557)
Celebrating the 20th Anniversary of the Olmstead Decision

"Community Integration for All"

The U.S. Supreme Court’s 1999 landmark decision in Olmstead v. L.C. (Olmstead) found the unjustified segregation of people with disabilities is a form of unlawful discrimination under the Americans with Disabilities Act (ADA) and that individuals with disabilities must receive services in the most integrated setting appropriate to their needs. This principle is central to the Supreme Court’s Olmstead decision.

The Olmstead decision fundamentally changed the way our country approaches disability rights and opened doors for millions of Americans to live the lives we want to live, in the community, alongside people of all ages, with and without disabilities.

The Court held that states are required to provide community-based services for people with disabilities who would otherwise be entitled to institutional services when: (a) such placement is appropriate; (b) the affected person does not oppose such treatment; and (c) the placement can be reasonably accommodated, taking into account the resources available to the state and the needs of other individuals with disabilities.

As a result of this court decision and enforcement activities, many individuals have transitioned from an institution to the community, and many individuals have avoided unnecessary institutionalization. For example:

- Individuals who had been institutionalized for decades are now receiving services in their community;
- Individuals who lost their housing and/or community-based supportive services when they were forced to enter institutions due to an acute health care problem have had the needed services provided or restored;
- Individuals with disabilities are able to access home and community-based services through Medicaid "Waiver" programs;
- Increased hours of personal care and assistance are being provided to individuals who require additional services to remain in the community; and
- Individuals with disabilities now have greater control over their community-based care and services.

For more details, visit: https://www.hhs.gov/civil-rights/for-individuals/special-topics/community-living-and-olmstead/index.html.

Equip for Equality, Illinois’ Protection and Advocacy organization, produced a video story about the Olmstead case. You can view it as this link:
https://www.youtube.com/watch?v=fcg8StleJPo&feature=youtu.be

The Olmstead Decision reminds why it is so important for children with disabilities to be included in their school communities. Separation and discrimination in school carries over to separation and discrimination in adulthood.

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**Transition Conference**

October 29-30, 2020
TENTATIVE 15th Annual Illinois Statewide Transition Conference
Collinsville
www.illinoistransitionconference.org

October 22, 2020
TENTATIVE Rescheduled 16th Annual Piecing It All Together Children’s Mental Health Conference
Belleville
618-444-8503