Further Restriction of the Use of Restraint and Seclusion in Illinois Schools

On May 30, 2021, legislators passed House Bill 0219 that further restricts the use of time out and physical restraint in schools. It was sent to the Governor on June 15, 2021. The Illinois State Board of Education will establish goals with specific benchmarks for schools to reduce restrictive interventions within three years. Schools will develop their own plans to reduce and eventually eliminate the use of restrictive interventions. They will develop individualized plans for students, separate and apart from a student’s IEP or Section 504 Plan, to address behavioral interventions.

The passage of this Bill means that isolated time out, time out, and physical restraint other than prone physical restraint, can be used ONLY if:

- the student’s behavior presents imminent danger of serious physical harm to the student or others;
- other less restrictive and intrusive measures have been tried and have proven to be ineffective in stopping the imminent danger of serious physical harm;
- there is no known medical contraindication to its use on the student;
- AND the school staff member or members applying the use of time out, isolated time out, or physical restraint on a student have been trained in its safe application.

‘Time Out’ means a behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting. If all other requirements are met, ISOLATED time out may be used ONLY if the adult in the time out room or enclosure is in imminent danger of serious physical harm because the student is unable to cease actively engaging in extreme physical aggression.

‘Prone Physical Restraint’ means a physical restraint in which a student is held face down on the floor or other surface and physical pressure is applied to the student’s body to keep the student in a prone position. Prone restraint is prohibited except when ALL of the following conditions are satisfied:
• The student’s Behavior Intervention Plan specifically allows for prone restraint of the student.
• The Behavior Intervention Plan was put in place before January 1, 2021.
• The student’s Behavior Intervention Plan has been approved by the IEP team.
• The school staff member or staff members applying the use of prone restraint on a student have been trained in its safe application as established by rule by the State Board of Education.
• The school must be able to document and demonstrate to the IEP team that the use of other de-escalation techniques provided for in the student’s Behavior Intervention Plan were ineffective.
• The use of prone restraint occurs within the school year of 2021-2022.

Prone restraint will be prohibited after the 2021-2022 school year.

No later than two school days after each incident of time out, isolated time out, or physical restraint, the school must notify the student’s parent or guardian that a meeting can be requested to discuss the incident. This meeting would take place within 2 school days of the request unless the parent agrees to an extension. The parent can ask that the meeting be held via telephone or video conference. The circumstances surrounding the event will be discussed as well as the actions taken. All will have an opportunity to discuss what could have been done differently to avoid the restrictive intervention.

This Bill also notes that the deprivation of necessities needed to sustain the health of a person, including, without limitation, the denial or unreasonable delay in the provision of the following, is prohibited:
• Food or liquid at a time when it is customarily served
• Medication
• The use of a restroom

This legislation takes effect upon the Governor’s signature.

Additional Illinois Legislative Updates

House Bill 0040
This Bill has passed both Houses and has been sent to the Governor. It amends the Children with Disabilities Article of the School Code and provides that a student whose 22nd birthday occurs during the school year is eligible for special education services through the end of the school year (rather than being eligible for services only until the day before his or her 22nd birthday).

House Bill 2748
This bill has passed both Houses and will take effect upon the Governor’s signature. It provides that a student with an IEP who turned 22 during the time in which their in-person instruction, services, or activities were suspended for a period of 3 months or more as a result of the COVID-19 pandemic is eligible for such services up to the end of the regular 2021-2022 school year.
House Bill 3849

This Bill creates the Supported Decision-Making Agreement Act and has passed both Houses. It authorizes supported decision-making agreements as an alternative to adult guardianship. A supporter is allowed to assist a person with an intellectual or developmental disability in accessing, collecting, or obtaining information that is relevant to a decision authorized under the agreement. It provides that all adults are presumed to be capable of making decisions regarding daily living and to have capacity unless otherwise determined by a court. This will become effective 6 months after becoming law.

Senate Bill 0654

This Bill has passed both Houses and awaits the Governor’s signature. It provides that all public schools provide at least 30 minutes of time per school day (if the day is 5 clock hours or longer in length) for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. Play time must comply with a student’s applicable individualized education program (IEP) or Section 504 Plan. This is effective July 1, 2021.

Illinois State Board of Education Seeks Stakeholder Input on State Performance Plan

The Individuals with Disabilities Act (IDEA) requires each state to submit an Annual Performance Report (APR) to the Office of Special Education Programs (OSEP) regarding the state’s overall performance in meeting 17 Indicators that they have identified as areas for states’ to improve upon through the development of their State Performance Plans (SPP).

The SPP is developed as a six-year plan that is comprised of Compliance Indicators including Disproportionality, Early Childhood Transition, Secondary Transition and General Supervision, as well as Results Indicators, including Graduation, Drop Out, Assessment and Educational Environments. Each Indicator incorporates a measurable and rigorous target for each year of the SPP cycle, and these targets are used as a basis for analyzing each districts’ data for students with disabilities.

A new six-year Special Education State Performance Plan (SPP) cycle will soon begin. This cycle covers school year 2020-21 through 2025-26. School year 2019-20 data is also reported for those SPP indicators that lag one year. Many of the SPP indicators have been updated at the federal level resulting in new components as well as changes to measurement requirements and data collection tools, sources, or methods. Therefore, states are tasked with re-examining their previous SPP targets. The Illinois State Board of Education (ISBE) is taking this opportunity to gather input from stakeholders on its proposed SPP targets for FFY20-25 by posting brief recordings, or modules, for review. The introduction module provides general information that applies to all SPP indicators while individual SPP modules share information specific to the indicator(s) being addressed. A survey is available for stakeholders to provide feedback to ISBE on the proposed targets for SPP indicators. The survey is open until August 1, 2021.

ISBE would like input from parents, educators, professionals, advocates and community leaders about their new performance targets. On their website you can view a short video on each of the Indicators, learn what the targets are for improvement, and then you can complete a survey to let ISBE know if you think the targets are reasonable and ambitious.

Learn more about the State Performance Plan Indicators, find the videos, and complete the survey at this link: https://www.isbe.net/Pages/SPPAPR-Indicators.aspx
The Illinois Department of Public Health released additional guidance for schools on June 7, 2021 related to the management of ill students and staff. The October 27, 2020 guidance for students or staff who are sent home with COVID-19 symptoms remains in effect. All those sent home should be diagnostically tested. Those with confirmed or probable cases must complete 10 calendar days of isolation from the date of the first symptom onset AND be fever-free for 24 hours without the use of fever-reducing medications AND other symptoms must have improved before returning to school. The June 7th guidance indicates that, if a student is sent home sick, other household members are to be quarantined until an alternative diagnosis is made or negative result received UNLESS the household member is fully vaccinated and asymptomatic or has positive SARS-CoV-2 antibodies. Someone who has had COVID-19 within the last 3 months and is finished with isolation may also not need to quarantine. This guidance document explores many aspects of exposure, outbreaks, and quarantine rules including new allowable quarantine timeframes.

There are specific guidelines in the document on nebulizer treatments at school, the playing of musical instruments, and sports competitions when a team member has been diagnosed with COVID-19. Information is provided on disinfecting methods, personal protective equipment, masking, and the very limited circumstances in which face shields may be substituted for masks. The Illinois Department of Public Health notes that students with an Individualized Education Program (IEP) or 504 Plan who are unable to wear a face covering or face shield due to a medical contraindication may not be denied access to in-person education if the school is offering in-person education to other students. Staff working with students who are unable to wear a face covering or shield due to medical contraindication should wear approved and appropriate PPE based on job specific duties and risks and maintain physical distancing as much as possible. Other students should also remain physically distant from these students.

Read further details:
Illinois Department of Public Health - Frequently Asked Questions for Schools

OSEP Fast Facts: School Aged Children 5 (in Kindergarten) Through 21 with IEPs
The Office of Special Education Programs has released statistics for the 2019-2020 school year related to special education. The statistics are listed for the nation and for each state.

Statistics from Illinois include:
Percentage of the population of students who have IEPs: 10.2%
Students with IEPs served in gen ed classes 80% or more of the day: 52.7%
Students with IEPs served in separate schools: 6.33%
Number of students with IEPs served under the category of specific learning disability: 100,390
Number of students with IEPs served under the category of autism: 25,536
Number of disciplinary removals per 100 students with IEPs: 24
Number of students with IEPs who graduated with a diploma: 82.3%
Number of students with IEPs who dropped out of school: 13.68%

Check out all the statistics at the interactive site.
OSEP Fast Facts 2019-2020
Civil Rights at School during COVID-19

On May 13, 2021, the Office of Civil Rights released a Question and Answer document on Civil Rights and School Reopening in the COVID-19 Environment. The document covers discrimination related to students with disabilities; discrimination based on race, color, or national origin; and discrimination based on sex, including sexual and gender-based harassment.

For students with disabilities, OCR states that during periods in which the school building is closed and remote learning is provided, the school must determine on an individual basis if students need adjustments to the special education and related services that are provided under Section 504 or specified in the student’s Individualized Education Program. They note that many disability-related modifications and services might be provided effectively in remote learning. They list examples such as extensions of time for assignments, videos with accurate captioning, accessible reading materials, and many speech and language services through video conferencing.

If districts return only some students to in-person learning, OCR explains that the school would not be discriminating if they chose to prioritize students for whom remote learning is particularly challenging. This could be younger students, students without reliable access to broadband or technology devices, students experiencing homelessness, or students with disabilities.

The Q & A document includes information on mask wearing and states that students with disabilities who cannot wear a mask should not be required to wear one. The school must determine based on the student’s individual circumstances whether that student is able to attend school safely if other prevention strategies can be followed. These strategies could include the use of correct and consistent masking and additional Personal Protective Equipment for others who work or learn with the student, avoiding large gatherings in class areas, and maintaining sufficient physical distance. If a student with a disability cannot wear a mask, maintain physical distance, or adhere to other public health requirements, the student is still entitled to services but those might need to be provided remotely. Students must not be denied services or disciplined for being unable to comply with mask or physical distancing requirements.

OCR points out that the use of positive behavioral interventions and supports might be helpful for students with disabilities, and all students to provide reminders about new safety procedures. These supports can include modeling and reinforcing desired school behaviors, and additional visual cues and reminders.

Discover more in the full document:
Questions and Answers on Civil Rights and School Reopening in the COVID-19 Environment
Roadmap to Reopening Schools

The U.S. Department of Education has published two handbooks to help schools reopen safely. Both focus on strategies and practices important for schools to use. Volume 1 gives families, schools and the community at large, key health and safety measures for reopening schools. It highlights factors that need to be addressed for specific groups of students, including students with disabilities, one of the groups hardest hit by the impact of COVID-19. Volume 1 can be found at this link: https://www2.ed.gov/documents/coronavirus/reopening.pdf

Volume 2 gives more specific practices for meeting the basic needs of students plus other critical needs such as social-emotional learning and mental health. It addresses lost instructional time and supporting educator and staff well-being. Volume 2 is filled with examples of evidence-based practices that address the following issues:

- Meeting students social/emotional and mental health needs
- Building safe and inclusive learning environments
- Reengaging disconnected and absent youth
- Physically healthy learning environments
- Addressing student learning loss through instructional approaches, tutoring, and expanded learning time
- Supporting equitable access and effective use of technology
- Using data about students’ opportunity to learn to target resources and support to those who need it the most
- Integrated student support services
- Supporting educator and staff well-being

Volume 2 can be found at this link: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf

Congress has provided significant federal funding through the American Rescue Plan Act of 2021 (ARP) to support the safe reopening of schools. With all of this new funding to help schools address learning loss due to the school shut-downs, parents have a unique opportunity to provide input to their children’s school districts about how to use the ARP funding to best meet the social, emotional, mental health, and instructional needs of their kids. Parents can do this by participating in focus groups, family convening meetings, and by sharing experiences about learning loss in their children. Questions can be addressed to school district administrators and school boards about how the rescue funds will be directed in districts. Make sure that schools don’t reopen to the way they were before COVID, without addressing the impact of the lost instructional time and the impact of the social/emotional well-being of students and staff.
Helping youth with career development skills supports their journey to adulthood. Youth who explore careers that match their strengths and interests are better prepared for employment opportunities. For youth with disabilities, families often have the important role of advocating for opportunities for career exploration and setting high expectations. The National Collaborative on Workforce and Disability for Youth (NCWD) lists the following work readiness skills in their publication *Helping Youth Build Work Skills for Job Success: Tips for Parents and Families*:

**Soft Skills:**
- Listen actively
- Speak so others can understand
- Cooperate with others
- Resolve conflict and negotiate
- Take responsibility for learning
- Reflect and evaluate

**Work Skills:**
- Observe critically
- Convey ideas in writing
- Read with understanding
- Use math to solve problems and communicate
- Solve problems and make decisions
- Plan
- Advocate and influence
- Guide others
- Use information and communications technology
- Learn through research

Employers are willing to provide education and training but want employees who know how to gather information and who practice critical observation.

According to the NCWD Info Brief Understanding the New Vision for Career Development: The Role of Family, parents can support career exploration by:

- Communicating the expectation that their youth will become employed
- Learning about career preparation activities offered in school
- Taking their youth to visit businesses, to job shadow, and to talk to others
- Investigating quality websites about job opportunities
- Encouraging youth to learn about the skills needed for specific careers
- Using social and professional networks to identify career opportunities
- Making sure their youth’s IEP contains meaningful, measurable activities around career exploration
- Looking for opportunities to introduce youth to adults with jobs that are in their field of interest

**NCWD: Helping Youth Build Work Skills for Job Success: Tips for Parents and Families**

**NCWD: Understanding the New Vision for Career Development: The Role of Family**
Nonverbal Learning Disability (NLD) is not a commonly known diagnosis and is not what we commonly think of as a learning disability. NLD can impact virtually every aspect of an individual’s life. When a child or individual is diagnosed with NLD parents and educators often wonder what NLD is and how they can help that child meet their full potential in life. Pamela B. Tanguay, the author of this book is the parent of a child who has a diagnosis of NLD. In writing this book, Pamela has provided readers with a clear and easy to understand resource that is full of great suggestions, strategies, and ideas. I myself am a parent of a child who was diagnosed with NLD at the age of 6 years old. As a parent I was looking for answers and knowledge to help me help my daughter. When I found this wonderful book it was like I was reading a book that was written specifically about my daughter and I couldn’t wait to share this treasure with other family members and school staff.

When a child is diagnosed with NLD it is important for everyone working with them to truly understand what NLD is and how it impacts their life so appropriate supports, services, and interventions can be provided.

NLD is pervasive and impacts academic, motoric, social, emotional, and self-help skills. Children with NLD have primary strengths in the areas of auditory and verbal skills. Each child or person with NLD is unique, but students with NLD will have varying degrees of difficulty in the following areas:

- Tactile (touch) and Visual Attention and Perception
- Psychomotor Coordination (physical awkwardness)
- Adaptability
- Spatial Orientation
- Mental Flexibility
- Executive Function and Organization
- Pragmatic Language
- Generalizing Information
- Social Skills
- Emotional Stability

Understanding the NLD student’s strengths and areas of need gives parents and teachers the knowledge needed to take the next step in implementing appropriate supports, services, and teaching strategies. It is important to understand the NLD student is unusually concrete and literal and needs very specific direction in order to function appropriately within an educational setting. This book provides endless information, ideas, and strategies that can be used and implemented.

Pamela B. Tanguay is also the author of Nonverbal Learning Disabilities at School.
Our Volunteer Advocacy Program webinar series for 2021 was held in January, February, and March. Participants of the 33-hour training included 21 parents and 6 professionals. We want to congratulate and express our appreciation to the participants who completed and graduated from the course and have been added to our list of volunteer advocates. These graduates will advocate for other families as they navigate their way through the world of special education.

Our VAP program is held annually and includes 11 sessions held on Thursday evenings. The series will be offered again starting in January 2022. Please join us next year if you would like to learn more about special education rights and responsibilities and assist other families. Watch our website starting in December for registration information.

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 And Information 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 And Information 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 summer, our hours of operation at Family Matters are:
Monday thru Friday 8:00 AM to 4:30 PM
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

We host an online meeting using the Zoom platform on the third Wednesday of each month from 6:30 to 7:30 PM for parents of high school age students and young adults with disabilities. We will discuss a topic, 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. At the scheduled date and time, go to this Zoom link: https://us02web.zoom.us/j/81968909155?pwd=d2dacXdwa2g1QjBzZUcvMWVVTREUT09

Meeting ID: 819 6890 9155

Passcode: 755018

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
This year’s Division for Early Childhood conference will take place online, Monday, September 20th through Friday, September 24th, 2021. Registrants will be able to join live sessions — keynotes, conference sessions, poster sessions, hot topics, and more — and access recordings (audio & video) for the conference sessions following the live events!

- Register for the conference here: https://web.cvent.com/event/70881beb-96d9-4e97-8a6b-e90425fdf3a3/summary

With 150+ conference sessions and posters, each day will be jam-packed with content for every attendee.

Opportunities for Families

Family members of young children with disabilities between the ages of 0 and 8 can apply for a registration waiver (free conference registration!). You can apply for the waiver here:

https://form.jotform.com/90775080030147

Have more questions about the conference? Follow this link for a Frequently Asked Questions document about the conference:

https://web.cvent.com/event/70881beb-96d9-4e97-8a6b-e90425fdf3a3/websitePage:23f0c148-8cfd-4754-bde5-cf3b5f5a523e

Parent Resources on Early Childhood Inclusion

Ever hear the word “inclusion” and wonder what it really means? And what about “advocacy?” As parents of young children with disabilities, our learning curve can be huge. Early CHOICES is here to help! We created a free, online series called “Understanding Inclusion” that covers everything from defining inclusion to dreaming big for your child. Each section is bite sized and comes with a topic guide to support you in reflection and resource gathering. They are also available in Spanish! Please share our flyer with other families and help us spread the word: English and Spanish

And if you want a little inspiration from another parent, take a moment to watch a brief video with Sandy Ginther, a parent and advocate from right here in Illinois in, “What Advocacy Means to Me.”

For more resources about inclusion designed just for families, please follow us on Instagram, Facebook, and Twitter @earlychoicesorg, and subscribe to our YouTube channel!

Early CHOICES
www.ecre.org
inclusion@ecre.org
Updates to Early Intervention During COVID-19
from the Early Intervention Clearinghouse

With the state re-opening, many changes are happening. This includes changes to early intervention (EI). It can be difficult and overwhelming to stay current on such changes. Below, we summarize the changes to early intervention as of June 2021.

- The EI team (i.e., the family and the EI providers) needs to discuss service delivery options and potential risk factors with the family and EI provider to determine the mode of delivery for EI services.
- It is recommended that fully vaccinated EI providers support families requesting in-person services.
- There are no limits on the number of families that can be seen in-person by an EI provider.
- If the family agrees, families may have more than one EI provider in the home.
- The family and EI providers should continue to wear masks during indoor, in-person visits.
- When possible, in-person visits should be conducted outdoors or in well-ventilated areas. If the visit is outdoors and distancing can be accomplished, masks can be removed (if the family agrees).
- Team members should continue to wash hands and sanitize items.

In-person visits should not occur if:
- Any individual has tested positive for COVID-19 in the last 14 days OR;
- If any individual is experiencing COVID-19 symptoms OR;
- If an individual who is not fully vaccinated has been exposed to COVID-19 in the last 14 days

In the event of COVID-19 exposure, EI providers and families need to adhere to quarantine guidelines per the local health department. Such guidelines may override this guidance.

While in-person services may be more available, live video visits will continue to be available to families.

If you need technology (e.g. devices, Internet access) to participate in live video visits, you may consider:

- Technology for LVV
  This tip sheet provides resources for accessing technology and Internet access for LVV.
- EIC Technology Loan Program
  The EI Clearinghouse is loaning technology (i.e. iPads with data plans, iPads with WiFi, and WiFi hotspots) to families/caregivers for free.

The Early Intervention Clearinghouse has additional information on our website:
https://eiclearinghouse.org/
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 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:

**Surviving Summer Vacation**
Presented by Bec Oakley

**Tips for Surviving Meltdowns**
Presented by Bec Oakley

**Using Shared Interests to Make Friends: When Your Child Experiences Difficulty with Social Interactions**
Presented by Laura DeThorne

**Including Children with Disabilities in Community Settings**
Presented by Karrie Potter

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Items Available From Our Lending Library

**The Dyslexia Empowerment Plan-A Blueprint for Renewing Your Child’s Confidence and Love of Learning**
Ben Foss

Guide to identifying your child’s profile, helping your child help themselves, and connecting your child to educational resources at school.

**The Sound of Hope-Recognizing, Coping with, and Treating Your Child’s Auditory Processing Disorder**
Lois Kam Heymann, MA, CCC-SLP

Practical strategies for developing confidence and competence in children with auditory processing disorder.

**Bright Kids Who Can’t Keep Up-Help Your Child Overcome Slow Processing Speed and Succeed in a Fast-Paced World**
Ellen Braaten, PhD & Brian Willoughby, PhD

Resource on how children who have slow processing can be supported and more efficient.

**Most Unlikely to Succeed-The Trials, Travels, and Ultimate Triumphs of a ‘Throwaway’ Kid**
Nelson Lauver

A memoir of rising above a learning disability and overcoming insurmountable odds.

To borrow these items free of cost go to: www.fmptic.org/library
Test Your Knowledge About…
Facilitated IEP Meetings

Questions:

1. Parents of children with known or suspected disabilities and/or school personnel have the option to request IEP facilitation services from the Illinois State Board of Education. True or False?

2. When a parent requests a facilitated IEP Meeting and the school agrees, the facilitator assigned by Illinois State Board of Education becomes a member of the IEP team and makes decisions about the individualized services the student will receive. True or False?

3. Parents are not allowed to talk to the facilitator prior to the IEP meeting or share student records. True or False?

4. The main goal of the state-sponsored facilitator is to support all parties in the development of a mutually acceptable IEP. True or False?

Answers:

1. True. State-sponsored facilitation is a free, voluntary process in which a third party (facilitator) guides the Individualized Education Program (IEP) meeting to help maintain open communication. Both parents and schools must agree to using a facilitator. The facilitator is not an employee of the school district.

2. False. During a facilitated IEP meeting, focus is maintained on the needs of the child. The facilitator provides structure for the meeting, promotes dialogue and encourages whole team participation for decision making, but does not impose a decision on the group. The facilitator acknowledges and addresses differing opinions in a respectful and neutral manner but is not a member of the IEP team. All parent rights, notifications, and procedural safeguards are still applicable.

3. False. Parents can talk to the facilitator prior to the meeting. If requested, parents can email the current IEP or draft IEP, as well as recent evaluation data to aid in planning for the meeting.

4. True. A facilitated IEP meeting may build and improve relationships among IEP team members and between parents and schools, enhance effective communication and listening within the group, provide opportunities for resolving conflicts, clarify points of agreement and disagreement, and encourage all team members to share in the responsibility of developing an appropriate, mutually-acceptable IEP. The facilitator supports all parties in this process.

The IEP Facilitation Coordinator at the Illinois State Board of Education is: Sherry Colegrove scolegro@isbe.net 217-782-5589

Learn more at www.isbe.net/Pages/IEP-Facilitation-System.aspx
Upcoming Events

Register for these three webinars for parents of youth with disabilities presented by the National Disability Institute and Family Matters:

**Earned Income Tax Credit and Free Tax Preparation Assistance**
Learn how the EITC is used by people with disabilities to improve economic status.
July 13, 2021  11:00 AM-12:00 PM
[https://register.gotowebinar.com/register/2262652409114821645](https://register.gotowebinar.com/register/2262652409114821645)

**Getting ABLE Ready**
Learn about ABLE savings accounts that do not largely affect public benefits.
July 14, 2021  11:00 AM-12:00 PM
[https://register.gotowebinar.com/register/4885727612686531598](https://register.gotowebinar.com/register/4885727612686531598)

**Guardianship Rights: Who Is Responsible for What?**
Learn about the rights of the guardian and the individual receiving guardianship.
July 15, 2021  11:00 AM-12:00 PM
[https://register.gotowebinar.com/register/3219477114420751119](https://register.gotowebinar.com/register/3219477114420751119)

**Planning for Transition: Promising Practices**
Watch video demonstrations of effective transition practices and join a discussion of how to incorporate similar strategies when planning for life after high school during this Zoom presentation from PACER Center.
August 17, 2021  6:30 PM-8:00 PM
[https://zoom.us/meeting/register/tJEuf-iorj4sHNGXbNBHQj1iKLLfys6V07](https://zoom.us/meeting/register/tJEuf-iorj4sHNGXbNBHQj1iKLLfys6V07)

**To Trust or Not to Trust? Understanding the Science of Developing and Nurturing Trust in Family-Professional Partnerships**
Learn strategies to develop, nurture, and repair trust between families of students with disabilities and school staff and other professionals during this Zoom presentation from CADRE-The Center for Appropriate Dispute Resolution in Special Education.
August 26, 2021  1:30 PM-3:00 PM  Register at:
[https://zoom.us/webinar/register/WN_Dzhk5swmSEORgGVY0bVNMQ](https://zoom.us/webinar/register/WN_Dzhk5swmSEORgGVY0bVNMQ)
Illinois Family Leaders Collaboration presents the 14th Annual...

Free Virtual Family Conference for Families of Children with Disabilities

Resources and Inspiration for Adult Family Members

The Power of Families Using Your Voice to Make a Difference

Register for each session that you want to attend.

Thursday, July 29-Sunday, August 1

Illinois STAR-NET is a grant funded by the Illinois State Board of Education. 100% of annual funding for the project is from federal sources.

Free Virtual Family Conference For Families of Children With Disabilities Agenda

Title: Sign Language Basics: Talking With Your Hands
Presenter: Sheri Kraus
Description: This workshop will provide participants with the basic knowledge behind Sign Language of who, when, and why sign language is used. Participants will learn basic signs that will help them when working with individuals who are Deaf, Hard of Hearing, or have not yet acquired language. All participants will be encouraged to actively participate in the training. Come prepared to laugh, learn, and fall in love with the beautiful language of sign!

Thurs. 7/29 6:00-8:00 PM
Register

Title: Skills For Effective Parent Advocacy
Presenter: Paula Willis, FRCD
Description: Are you tired of getting the run-around while wading through an alphabet soup of acronyms? Are you frustrated because you are unsure of how to help your child struggling in school? Skills for Effective Parent Advocacy will provide you with these important tools:
- Going from frustration to empowerment:
- Who is an advocate and why become one?
- How to effectively advocate for your child.

Fri. 7/30 2:00-4:00 PM
Register

Title: Inclusion: It Can Happen for All Students!
Presenter: Karri Potter, Family Matters
Description: When students with and without disabilities learn together in the same classroom everyone benefits. In this session you will learn about evidence based practices that promote inclusion for students of all ability levels. You will also be provided examples of accommodations and modifications that can be used to promote the success and learning of all students with disabilities.

Sat. 7/31 9:00-11:00 AM
Register

Title: Trauma Informed Care at School and Home
Presenter: Anni Reinking, STAR-NET Regions I & III
Description: Educators are often provided training or coursework focused on trauma informed practices in classrooms. However, as children are home more, during a collective societal trauma, it is also important that trauma informed care is embedded into home settings. In this session participants will critically analyze trauma informed practices in school buildings to gather strategies to embed in home settings.

Sun. 8/1 2:00-4:00 PM
Register

Optional chat time included after each session