

Services for Students with Individualized Education Plans (IEPs)

Maine Township District 207
(Maine South High School)



Time table

October 18 - Special Educators and Related Service Providers from the Middle Schools will be attending an open house at Maine South to discuss our programming, services, and the new hybrid schedule

Early to mid December - Special Education Department Chair and IEP Facilitator/Compliance Coordinator will go to D64 to meet with case managers to obtain basic information about students. This enables the school team to invite the appropriate staff (program representatives and related service providers) to the transition meetings

Mid January to early February - Transition Meetings will happen for all 8th grade students with IEPs. Counselors are present at these meetings to make sure the appropriate courses are documented for the 2018-2019 school year.

Who Can You Expect to Attend the IEP meeting?

- Middle School Case Manager and Special Education Coordinator
- Middle School related service providers
- Middle School General Education Teacher
- Maine South Special Education Department Chair or IEP Compliance Coordinator
- Potential Maine South Case Manager
- Maine South Counselor
- Potential Maine South related service providers

*At the high school level we highly encourage students to be present for their meetings.



Typical Meeting Agenda



1. Purpose of the Meeting
2. Introductions & Sign in
3. Excusal of Team Members
4. Offering of Procedural Safeguards
5. Current Classroom Performance
6. Present Levels of Performance
7. Parental Educational Concerns
8. Transition Planning
 - a. Student questionnaire/writing
 - b. Transition goal
 - c. Extracurricular Opportunities
9. Goals and Objectives - written to transition student from middle school to high school
10. Functional Behavior Analysis and Behavior Intervention Plan (if appropriate)
11. Related Services
12. Educational Accommodations and Supports
13. Assessment Accommodations
14. Educational Services and Placement
 - a. Remainder of 8th grade
 - b. Freshman year at South
15. Concluding Statements

Graduation Requirements

Graduation Requirements = 23.25

Consisting of: 20 Academic Credits + 3.25 Additional Non-Academic Credits

20 Academic Credits to Include:

- 4 units of English
- 3 units of Math
- 3 units of Science
- 3 units of Social Science
Including: (1) credit World History, (½) credit of Government & (1) credit of U.S. History
- 2 credits of Fine Arts, Foreign Language or Career & Technical Education
- Minimum 5 units of elective credit

3.25 Non-Academic Credits to Include:

- ¼ unit in Consumer Education
- ¼ unit in Communication Arts
- ½ unit in Health Education
- 1 ¾ unit in Physical Education or exemption from, during each semester of HS enrollment with the exception when enrolled in Health.
- ½ credit in Safety Education (Driver Education Classroom Instruction)

Purpose of Seminar (Resource)

Seminar provides resource support in a number of ways. These are a few examples of the areas targeted:

- 1) remediation of fundamental skill deficits
- 2) study skills
- 3) organization
- 4) self-advocacy
- 5) school work
- 6) disability awareness
- 7) post-secondary planning
- 8) decision-making and problem solving

Beyond the traditional support provided for academic courses including accommodations identified in the IEP, the Seminar teacher will help students address his/her identified area of need outlined in the IEP. The Seminar teacher utilizes research based interventions and online resources to improve student's abilities as identified in their IEP.

Teachers in Seminar utilize a multitude of research based interventions, specialized teaching methodologies, and other school based supports to give students an opportunity to improve their academic, behavioral/emotional, and/or functional skills.



Two Seminar (Resource) Options

Full Course Option - .25 credit/sem.

COURSE CODE: 9109.1 / 9109.2

4 Sessions per week

235 Specialized Instructional Minutes/week

Flex Course Option - non-credit

COURSE CODE: 9119.1 / 9119.2

4 Sessions per week

105 Specialized Instructional Minutes/week

- Appropriate when a student is enrolled in predominantly general education courses
- Necessary to meet the instructional needs of the student
- Collaboration and consultation between the special education teacher and general education teacher
- Student requires prescribed intervention not provided in an instructional course
- A student with a learning disability that may require instructional accommodations and learning strategies in order to access the content in academic classes

- Offers students a schedule option to maximize appropriate opportunities for the student to be involved with non-disabled peers (enroll in 7 vs. 6 instructional courses)
- Provides service while minimizing the disruption to the student's course of study
- Provides access to additional general education supports from student services
- Provides special education services in a smaller setting
- Delivery of instructional accommodations, not designed as a testing site.
- A student requires a daily self-monitoring program (Check-in / Check out)

Transition Planning

A Transition Plan is mandated by both the Federal Individuals with Disabilities Education Act (IDEA) and state law and regulations. Currently, Illinois Special Education law requires a transition plan to be in place no later than the first IEP in effect when the child turns 14½. This transition plan should include:

- 1) appropriate, measurable, postsecondary goals based upon age-appropriate assessments related to employment, education or training, and as needed independent living
- 2) the transition services that are needed to assist the child in reaching these goals, including courses of study and any other needed services to be provided by entities other than the school district

Therefore, while students with IEPs attend D207, they will be participating in interest and career inventories, and they will be exploring college and career options to prepare them for life after high school.



Developing Self Advocacy Skills

One of the most beneficial skills to develop in students is the ability to self advocate.

- Student should know and understand their strengths and challenges and be able to explain them to others.
- Students should know their rights as students with disabilities, and should understand how their rights change upon graduation from high school.
- Students should attend their own IEP meetings and participate in them. This allows the students to discuss their own goals and aspirations for after high school.
- Students should practice communicating about their challenges and needs, with the teachers and adults who support them in order to prepare to do this after high school.

Students who are in the early stages of self advocacy may start by engaging in some of these activities with trusted adults, and/or they may email people when in need of support if apprehensive about face-to-face communication.

Self-Advocacy:
Know Yourself,
Know What You
Need, Know How
to Get It

Commonly Asked Questions

1. Will I still have a Case Coordinator?

Yes. Sometimes, your case coordinator is also your seminar (resource) teacher, but not always.

2. How can I get help when I need it?

- Ask questions in class. Often times, other students have the same question you do.
- Ask the teacher before or after class.
- Send your teacher an email.
- Ask your seminar teacher or case coordinator for help.

3. How will I get my accommodations?

Your teachers will be able to see your IEP accommodations. However, they will see a lot of students in a day, so you may need to remind them. If you want to finish a test with your seminar teacher, put your seminar teacher's name on the top and show that to the teacher when you submit your test.



Student Services Teams (SSTs)

Maine South has three Student Services Teams:

Black Team (for students with last names A - G)

Red Team (for students with last names H - O)

White Team (for student with last names P - G)



Each team is composed of a Dean, three Counselors, and a Social Worker. There are also two psychologists shared by the three teams. Students are assigned a counselor for the four years they are at Maine South.

The Student Services Teams....

- **Meet weekly to discuss students on their caseload**
- **Review grades, attendance, discipline, social/emotional and family concerns**
- **Develop support plans/interventions for students**

The SSTs support all students at Maine South, but they are in regular collaboration with the Special Education Department for student who have IEPs.

If you will be calling in an absence or late arrival for your student, you call the SST Office for your student.

Contact Information

If you have additional questions at any time throughout this process, please do not hesitate to contact me.

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