

# 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/mid 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.

# Continuum of Services

Students found eligible for special education services are serviced within a variety of settings. Services and placement are determined through a multidisciplinary conference based on individual student needs.

Educational Services and placement may include:

- Resource (Seminar)
- Support within General Education (Co-Taught Classes, Supplementary Aids and Services, and Teacher Assistants)
- Specialized Instruction
- Cross Categorical Specialized
- Educational Life Skills
- Ralph J. Frost Academy (Public Day School)
- Maine Township Transition Program (18-22 yrs.)



# Continuum of Services within Maine South

**SEMINAR (Resource)** - Provides resource support in the following areas: academic work, study skills, organization, self-advocacy, self-determination, transition planning, and disability awareness (understanding of strengths, weaknesses and compensatory strategies)

**GENERAL EDUCATION WITH SUPPORT** - Supports are provided directly within the general education classroom setting by a classroom teacher in consultation with a special education case coordinator, and/or directly by a special education teacher, teacher assistant or related service provider. Students may require accommodations and/or modifications to assist in the learning process.

# Continuum of Services within Maine South

**SPECIALIZED INSTRUCTION** - These courses are designed for students who require a more supportive environment. The course curricula are aligned with the content from the general education courses and are designed to accommodate the individual student's needs in a smaller classroom setting. Specialized classes are available in all core curricular areas as well as some required elective courses such as health and consumer education. Potential core course offerings include:

- English 1, 2, 3 and 4
- Math: Algebra 1 (Part A), Algebra 1 (Part B), Plane Geometry, and Algebra II
- Science: Biology, Experimental Methods of Chemistry, Experimental Methods of Physics, and Earth Systems Science
- Social Studies: World Cultures, U.S. History, Government and Current Affairs

# Continuum of Services within Maine South

**CROSS CATEGORICAL SPECIALIZED - The CCS Program is designed to provide structured support for students who need to develop functional life skills within the areas of social interactions, emotional/behavioral control, pre-vocational skills, and communication. This program provides instruction and reinforcement of the functional life skills students need to achieve success in the academic settings and post-secondary lives. The goal is to ensure students access to their general education peers to the greatest extent appropriate, while ensuring the appropriate supports are provided. Case management is provided to support students through collaboration with classroom teachers, related service providers, and community resources.**



# Continuum of Services within Maine South

**Educational Life Skills** - This program is designed as an adult readiness program and is focused on the mastery and attainment of skills necessary for life after high school. The ELS Program is supported by best practices used for students with low incidence disabilities. The curriculum is highly individualized and based specifically on a student's individual needs as outlined in the IEP. Additionally, the curriculum meets the needs of all students' abilities in the areas of communication, pre-vocational skills, functional living skills, community awareness, recreation and leisure, behavior skills and academic skills. Students in this program have the ability to meet all of their graduation requirements and obtain a diploma. The goal is to ensure that students develop independent functioning in these areas.

# Ralph J. Frost Academy



All students referred to Ralph J. Frost Academy are eligible under the Individuals with Disabilities Education Act and must be a resident of District 207. The goal of Frost Academy is to provide a structured therapeutic educational environment to improve student academic, vocational and social/emotional learning. It incorporates the State Board of Education Social Emotional Learning Standards (SEL).

There is significant evidence that training and gaining expertise in social skills can help individuals overcome problematic behavior. Thus, the primary goal at Frost Academy is to assist students in developing emotional wellness and the social skills that lead to success in educational, vocational, and interpersonal areas of life.

It is a structured program with clear predictable guidelines and behavioral requirements.



# Maine Township Transition Program

This program is designed to further the educational opportunities of District 207 students in special education who have completed the requirements for their high school diploma and need assistance transitioning from high school to adult life. While the appropriateness of this program is considered on an individual basis, the following guidelines are used when in the process of determining eligibility:

- Student has met graduation requirements
- Student demonstrates educational needs in the areas of daily living skills, vocational skills, and community development
- The IEP team has made the decision that the student is prepared to leave the standard curriculum and participate in a program focused on transition
- Upon entry into the transition program, students will remain in the program until they accept their diploma, have reached the day before their 22nd birthday, or exited as supported by the IEP team recommendations.

\*Most students in this program are within the age range of 18-21.

# Who Can You Expect to Attend?

- 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



# Continuation of Agenda

- 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**

# Contact Information

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

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