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Four Rivers



# Upcoming Events

March 23rd Universal Design for Learning:  Supporting All Students

April 4th/5th Developing Culturally & Linguistically Responsive Practice within a Multi-tiered System of Supports for English Learner’s

April 19th Initial CPI (register by 4/5/17)

April 26th Parent training on Autism topics

April 27th Training on Autism topics by Corey Moore (title TBD)

June 6th and June 8th Initial CPI

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| Check out the new and updated Four Rivers website at www.frsed.org |

936 W. Michigan Jacksonville, IL 62650

[www.frsed.org](http://www.frsed.org) 217 245-7174

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| Dear Reader,Welcome Spring! We are so excited to share this newsletter with you. It will appear monthly on our website as well. Feel free to email Melissa Morrissey (mmorrissey@frsed.org) with ideas for future issues.Sincerely,Four Rivers Supervisors |
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## REMINDER

The Summary of Performance (Screens 58-62) in ESPED needs to be completed for every graduating senior. It summarizes where the student is performing academically, functionally, and in relation to post school goals. Case managers and students both have to sign the forms. If you have questions about completing the Summary of Performance, please contact your supervisor. In addition, you can find instructions from ISBE at <https://www.isbe.net/Documents/34-60-summary-of-performance.pdf>.

“The job of an educator is to teach students to see the vitality in themselves.” -- Joseph Campbell

GARRISON NEWS

It is hard to believe that the third quarter is over.  We all know that the fourth quarter will be packed with activities. The Garrison School is getting ready to start PARCC testing on March 13.  SAT testing is April 5 for Juniors.  We encourage all of our students to get a good night’s rest as well as have a healthy breakfast the morning of testing.  The high school class is taking a field trip to Illinois College on March 16th.  The college is having a transition fair.  We appreciate the support that the Jacksonville community provides our students.  We will be observing our Spring Break March 27-March 31.  Don’t forget to set your clocks forward 1 hour on Sunday, March 12.

**Self-Directed IEPs**

More and more schools are moving towards student-directed IEPs. Student-directed IEPs help enhance a student’s education by teaching them to advocate for themselves and know and explain their own disability and strengths.

Multiple findings state that as a result of the self-directed or student-led IEP, students talk more in the IEP meetings, are more engaged in IEP leadership steps, have positive perceptions of the meetings, and show improvement in transition post high school (Martin, et al., 2006)

For curriculum to teach students and prepare yourself to move in this directions go to: <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/choicemaker-curriculum/self-directed-iep.html>

Brushing Up on Fape (cont.)

### ***How Is A Free Education Defined?***

Recipients operating federally funded programs must provide education and related services free of charge to students with disabilities and their parents or guardians. Provision of a free education is the provision of education and related services without cost to the person with a disability or his or her parents or guardians, except for fees equally imposed on nondisabled persons or their parents or guardians.

If a recipient is unable to provide a free appropriate public education itself, the recipient may place a person with a disability in, or refer such person to, a program other than the one it operates.

However, the recipient remains responsible for ensuring that the education offered is an appropriate education, as defined in the law, and for coverage of financial obligations associated with the placement.

The cost of the program may include tuition and other related services, such as room and board, psychological and medical services necessary for diagnostic and evaluative purposes, and adequate transportation.

If a student is placed in a private school because a school district cannot provide an appropriate program, the financial obligations for this placement are the responsibility of the school district. However, if a school district makes available a free appropriate public education and the student’s parents or guardian choose to place the child in a private school, the school district is not required to pay for the student’s education in the private school. If a recipient school district places a student with a disability in a program that requires the student to be away from home, the recipient is responsible for the cost of room and board and nonmedical care.

To meet the requirements of FAPE, a recipient may place a student with a disability in, or refer such student to, a program not operated by the recipient. When this occurs, the recipient must ensure that adequate transportation is provided to and from the program at no greater personal or family cost than would be incurred if the student with a disability were placed in the recipient’s program.

### *FAPE Provisions in the*Individuals with Disabilities Education Act (IDEA)

Part B of IDEA requires participating states[5](https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html#note5) to ensure that a free appropriate public education (FAPE) is made available to eligible children with disabilities in mandatory age ranges residing in the state. To be eligible, a child must be evaluated as having one or more of the disabilities listed in IDEA and determined to be in need of special education and related services. Evaluations must be conducted according to prescribed procedures. The disabilities specified in IDEA include: mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, specific learning disabilities, deaf-blindness, and multiple disabilities. Additionally, states and local education agencies (LEAs) may adopt the term “developmental delay” for children aged 3 through 9 (or a subset of that age range) who are experiencing a developmental delay as defined by the state and need special education and related services.

From <https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>



How Well Do You Know Special Education?

Take this quiz and find out!

1. What are the three criteria needed to be met to find a child eligible for special education?
2. True or False: A child, without an IEP, can be placed in a special education classroom for special education services.
3. How many days, total, can a student with an IEP be suspended for the school year?
4. If a child is sent home for behavior concerns at noon, is that considered a full day suspension or only ½ of a day?
5. If a child presents with any kind of disability, do they automatically qualify for an IEP?

Check your answers on the last page of the newsletter!

MORE REMINDERS…

If you have a Garrison packet, please make sure you email it in its entirety to your supervisor. Your supervisor will then forward it to the intake committee.

If you have not yet had the NEW CPI training, please check out our dates in April and June. We would like to get as many people as possible trained in the new method this school year, so that we are mainly doing refreshers next year.

Answers:

1. The three criteria needed to be met are: 1) they have to meet criteria for one of the 13 disabilities under IDEA 2) there has to be an adverse effect in the educational setting 3) they have to need specialized instruction.
2. False: If a child without an IEP is placed in a special education classroom before being found eligible by the IEP team, it is considered predetermining the need for special education, which is not legal. If there are concerns for a student, the necessary procedures need to be followed to determine if a child is eligible, which includes RTI.
3. The total number of days a student with an IEP can be suspended for the school year is 10. Once a student reaches this number, the IEP team needs to meet for a Manifestation Determination Meeting.
4. It is considered a full suspension day. If a child is sent home at 2:00 in the afternoon, it is also considered a full suspension day.
5. No, they do not automatically qualify. Refer to the answer for number one. They have to meet the three criteria in order to qualify for special education services.

How well did you do? Hopefully you got them all correct because you know your basic special education law so well! Keep up the good work!