



# Special Education Family Resource Guide





Welcome to the Oswego Community School District Special Education Department!

At Oswego School District 308, our students are our number one priority. Our teams will be working diligently to ensure that your student receives the most relevant and necessary tools to prepare them for successful post-secondary opportunities. It is our mission to not only promote, but to also provide a pathway for college and career readiness. This commitment is accomplished through school and family partnerships, rich curricula and a student-centered focus on creating a learning plan that is individualized to specific learning needs.

We are providing a number of resources in this booklet that can help families navigate some of the experiences and questions that may arise. It also includes some of the stakeholders that you may meet along the way. Please feel free to reach out to any of them, at any time.

Welcome to the Oswego School District!

***Oswego School District Special Education Department***



# Dictionary of Acronyms in SD 308

*Commonly used descriptors that may be referenced throughout this reference guide or within communications that may present themselves*

ACEs - Adverse Childhood Experiences  
ADA - Americans with Disabilities Act  
AEP - Alternative Education Placement  
ALICE - Alert Lockdown Inform Counter Evacuate  
ASL - American Sign Language  
AP - Advanced Placement  
ASD - Autism Spectrum Disorder  
AT - Assistive Technology  
AVID - Achievement Via Individual Determination

BIP - Behavior Intervention Plan  
BOE - Board of Education  
BPAC - Bilingual Parent Advisory Committee

C - SSRS - Columbia-Suicide Severity Rating Scale  
CCSS - Common Core State Standards  
CEU - Continuing Education Unit  
CIPA - Children's Internet Protection Act

DAC - District Administrative Center  
DCFS - Department of Children and Family Services  
DD - Developmental Delay  
DEI - Diversity, Equity and Inclusion  
DHH - Deaf/Hard of Hearing  
DHS - Department of Human Services  
DIP - District Improvement Plan  
DL - Dual Language  
DST - District Support Team

ECSE - Early Childhood Special Education  
ECI - Early Childhood Intervention  
ELA - English Language Arts  
ELL - English Language Learners  
ELP - English Language Proficiency  
EPEC - Exceptional Parents of Exceptional Children  
ESL - English as a Second Language  
ESEA - Elementary and Secondary Education Act  
ESSA - Every Student Succeeds Act  
ESY - Extended School Year Services  
EVA - East View Academy

FAPE - Families and Advocates Partnership for Education  
FAPE - Free Appropriate Public Education  
FBA - Functional Behavior Assessment  
FBI - Functional Behavior Intervention  
FERPA - Family Education Rights and Privacy Act  
FOIA - Freedom of Information Act

GOAL- Granting Opportunities for Alternative Learning

HIPAA - Health Insurance Portability and Accountability Act  
HSA/HSO - Home and School Association/ Organization

IAA - Illinois Alternative Assessment  
IAR- Illinois Assessment of Readiness  
IDEA - Individuals with Disabilities Education Act  
IEE- Independent Educational Evaluation  
IEP - Individualized Education Program  
ILCS - Illinois Compiled Statutes  
InD - Intellectual Disability  
IRC - Illinois Report Cards  
ISSRA - Illinois School Student Records Act

JJC- Juvenile Justice Council

LEA - Local Education Agency  
LI - Language Impairment  
LRA - Local Records Act  
LRE-Least Restrictive Environment

MKV - McKinney-Vento Homeless Education Act  
MOU - Memorandum of Understanding  
MTSS - Multi-Tiered Systems of Support

NAEP - National Assessment of Educational Progress  
NSLP - National School Lunch Program

P.A. - Public Act (assigned after a new bill becomes law)  
PARCC – Partnership for Assessment of Readiness for College and Careers  
PD - Professional Development  
PEGS - Parents for Education & Global Success  
PFA - Preschool for All  
PPD - Progressive Plan of Discipline  
PT - Physical Therapy

OCR - Office of Civil Rights  
OEA - Oswego Education Association  
OHI - Other Health Impaired  
OI - Orthopedic Impairment  
OT - Occupational Therapy

RJ - Restorative Justice  
ROE - Regional Office of Education  
RTI - Response to Intervention

SASS - Screening, Assessment and Support Services  
SB 100 - Senate Bill 100- Exclusionary Discipline Guidance  
SCAT - School Crisis Assistance Team  
SCRC - School Community Resource Collaborative  
SEA - State Education Agency  
Sec 504 - Educational Support Plan  
SEL - Social Emotional Learning  
SIP - School Improvement Plan  
SKILLS- (emotional disorders) Supporting Kids In Lifelong Learning of Socialization Self-Control & Self-Advocacy  
SLD - Specific Learning Disability  
SLP - Speech/Language Pathologist  
SPED - Special Education  
SRO - School Resource Officer  
STARS - The Skills Training and Autism-Related Services Program  
SW - Social Work

TBI - Traumatic Brain Injury

VI - Visually Impaired

# IEP Meeting Resources





Early Childhood		Kindergarten	
STAFF ROLE	NAME AND CONTACT INFORMATION	STAFF ROLE	NAME AND CONTACT INFORMATION
(Tentative) Annual Review Meeting Date		(Tentative) Annual Review Meeting Date	
(Tentative) IEP Re-Evaluation Date		(Tentative) IEP Re-Evaluation Date	
Principal		Principal	
Assistant Principal		Assistant Principal	
Program Administrator		Program Administrator	
Case Manager		Case Manager	
Social Worker		Social Worker	
Speech / Language Pathologist		Speech / Language Pathologist	
School Psychologist		School Psychologist	
Occupational Therapist		Occupational Therapist	
Physical Therapist		Physical Therapist	
Vision Teacher		Vision Teacher	
Hearing Itinerant		Hearing Itinerant	

GRADE 1		GRADE 2	
STAFF ROLE	NAME AND CONTACT INFORMATION	STAFF ROLE	NAME AND CONTACT INFORMATION
(Tentative) Annual Review Meeting Date		(Tentative) Annual Review Meeting Date	
(Tentative) IEP Re-Evaluation Date		(Tentative) IEP Re-Evaluation Date	
Principal		Principal	
Assistant Principal		Assistant Principal	
Program Administrator		Program Administrator	
Case Manager		Case Manager	
Social Worker		Social Worker	
Speech / Language Pathologist		Speech / Language Pathologist	
School Psychologist		School Psychologist	
Occupational Therapist		Occupational Therapist	
Physical Therapist		Physical Therapist	
Vision Teacher		Vision Teacher	
Hearing Itinerant		Hearing Itinerant	

GRADE 3		GRADE 4	
STAFF ROLE	NAME AND CONTACT INFORMATION	STAFF ROLE	NAME AND CONTACT INFORMATION
(Tentative) Annual Review Meeting Date		(Tentative) Annual Review Meeting Date	
(Tentative) IEP Re-Evaluation Date		(Tentative) IEP Re-Evaluation Date	
Principal		Principal	
Assistant Principal		Assistant Principal	
Program Administrator		Program Administrator	
Case Manager		Case Manager	
Social Worker		Social Worker	
Speech / Language Pathologist		Speech / Language Pathologist	
School Psychologist		School Psychologist	
Occupational Therapist		Occupational Therapist	
Physical Therapist		Physical Therapist	
Vision Teacher		Vision Teacher	
Hearing Itinerant		Hearing Itinerant	

GRADE 5		GRADE 6	
STAFF ROLE	NAME AND CONTACT INFORMATION	STAFF ROLE	NAME AND CONTACT INFORMATION
(Tentative) Annual Review Meeting Date		(Tentative) Annual Review Meeting Date	
(Tentative) IEP Re-Evaluation Date		(Tentative) IEP Re-Evaluation Date	
Principal		Program Administrator	
Assistant Principal		Case Manager	
Program Administrator		School Counselor	
Case Manager		Social Worker	
Social Worker		Speech / Language Pathologist	
Speech / Language Pathologist		School Psychologist	
School Psychologist		Occupational Therapist	
Occupational Therapist		Physical Therapist	
Physical Therapist		Vision Teacher	
Vision Teacher		Hearing Itinerant	
Hearing Itinerant		Other:	

GRADE 7		GRADE 8	
STAFF ROLE	NAME AND CONTACT INFORMATION	STAFF ROLE	NAME AND CONTACT INFORMATION
(Tentative) Annual Review Meeting Date		(Tentative) Annual Review Meeting Date	
(Tentative) IEP Re-Evaluation Date		(Tentative) IEP Re-Evaluation Date	
Program Administrator		Program Administrator	
Case Manager		Case Manager	
School Counselor		School Counselor	
Social Worker		Social Worker	
Speech / Language Pathologist		Speech / Language Pathologist	
School Psychologist		School Psychologist	
Occupational Therapist		Occupational Therapist	
Physical Therapist		Physical Therapist	
Vision Teacher		Vision Teacher	
Hearing Itinerant		Hearing Itinerant	
Other:		Other:	

GRADE 09		GRADE 10	
STAFF ROLE	NAME AND CONTACT INFORMATION	STAFF ROLE	NAME AND CONTACT INFORMATION
(Tentative) Annual Review Meeting Date		(Tentative) Annual Review Meeting Date	
(Tentative) IEP Re-Evaluation Date		(Tentative) IEP Re-Evaluation Date	
Program Administrator		Program Administrator	
Case Manager		Case Manager	
School Counselor		School Counselor	
Dean		Dean	
Social Worker		Social Worker	
Speech / Language Pathologist		Speech / Language Pathologist	
School Psychologist		School Psychologist	
Transition Specialist		Transition Specialist	
Occupational Therapist		Occupational Therapist	
Physical Therapist		Physical Therapist	
Vision Teacher		Vision Teacher	
Hearing Itinerant		Hearing Itinerant	

GRADE 11		GRADE 12	
STAFF ROLE	NAME AND CONTACT INFORMATION	STAFF ROLE	NAME AND CONTACT INFORMATION
(Tentative) Annual Review Meeting Date		(Tentative) Annual Review Meeting Date	
(Tentative) IEP Re-Evaluation Date		(Tentative) IEP Re-Evaluation Date	
Program Administrator		Program Administrator	
Case Manager		Case Manager	
School Counselor		School Counselor	
Dean		Dean	
Social Worker		Social Worker	
Speech / Language Pathologist		Speech / Language Pathologist	
School Psychologist		School Psychologist	
Transition Specialist		Transition Specialist	
Occupational Therapist		Occupational Therapist	
Physical Therapist		Physical Therapist	
Vision Teacher		Vision Teacher	
Hearing Itinerant		Hearing Itinerant	





# **Sample Meeting Agenda**

## ***Annual Review***

- Welcome and purpose
- Introductions and roles
- Outcomes for the meeting
- Agenda overview
- Norms
  - Communicate clearly and listen carefully
  - Respect the views of others
  - Share your views willingly
  - Ask and welcome questions for clarification
  - Be open to the ideas and views presented
  - Honor time limits and stay on task
- Present Levels of Performance
  - Strengths and challenges
- Establish goals and objectives
  - What is it we want the student to know, understand and be able to do in one year?
- Accommodations
- Determine program placement
- Determine services
- Debrief Meeting
- Explanation of student/parent rights and review paperwork

# **Sample Meeting Agenda**

## ***Initial/Re-evaluation***

- Welcome and purpose
- Introductions and roles
- Outcomes for the meeting
- Agenda overview
- Norms
  - Communicate clearly and listen carefully
  - Respect the views of others
  - Share your views willingly
  - Ask and welcome questions for clarification
  - Be open to the ideas and views presented
  - Honor time limits and stay on task
- Present Levels of Performance
  - Strengths and challenges
- Eligibility
  - If the student is eligible for special education services, the team will create the student's Individualized Education Plan (IEP), which includes establishing goals and objectives, discussing accommodations and determining program placement/services.
- Debrief Meeting
- Explanation of student/parent rights and review paperwork

# Sample Meeting Agenda

## *Domain*

- Welcome and purpose
- Introductions and roles
- Outcomes for the meeting
- Agenda overview
- Norms
  - Communicate clearly and listen carefully
  - Respect the views of others
  - Share your views willingly
  - Ask and welcome questions for clarification
  - Be open to the ideas and views presented
  - Honor time limits and stay on task
- Data
  - What data do we currently have and what additional data, if any, would we like to collect?
  - Areas include
    - Academic achievement
    - Functional performance
    - Cognitive functioning
    - Communication
    - Health
    - Hearing/vision
    - Motor skills
    - Social/emotional
- Debrief
- Explanation of student/parent rights and review paperwork



## IEP Meeting Notes

Meeting Type (Circle)	Annual Review    3 Year Re-Evaluation    Other: _____	Meeting Date	
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[illegible]

# IEP Meeting Notes

Meeting Type (Circle)	Annual Review    3 Year Re-Evaluation    Other: _____	Meeting Date	
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[illegible]

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Meeting Type (Circle)	Annual Review    3 Year Re-Evaluation    Other: _____	Meeting Date	
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[illegible]

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Meeting Type (Circle)	Annual Review    3 Year Re-Evaluation    Other: _____	Meeting Date	
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[illegible]



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Meeting Type (Circle)	Annual Review    3 Year Re-Evaluation    Other: _____	Meeting Date	
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[illegible]

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Meeting Type (Circle)	Annual Review    3 Year Re-Evaluation    Other: _____	Meeting Date	
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[illegible]

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Meeting Type (Circle)	Annual Review    3 Year Re-Evaluation    Other: _____	Meeting Date	
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Meeting Type (Circle)	Annual Review    3 Year Re-Evaluation    Other: _____	Meeting Date	
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[illegible]

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[illegible]

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[illegible]

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[illegible]

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Meeting Type (Circle)	Annual Review    3 Year Re-Evaluation    Other: _____	Meeting Date	
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[illegible]

# Special Education

## Support Overview



# Navigating the IEP Process

An Individualized Education Program (IEP) is a plan that describes the special education instruction, supports, and services that students with disabilities are legally entitled to receive. An IEP is developed by school staff members, the student's parents/guardians and the student (when appropriate). The required contents of an IEP are determined by the student's needs and age as well as federal and state laws. (ISBE)

## Request for Evaluation

The school based team will request an evaluation of a student as a component of Child Find. The team will contact the parent in order to request a meeting in which the area(s) for evaluation will be undertaken. Parent consent for an evaluation is required in order for the team evaluators to proceed with the evaluation. It is also possible for a parent or guardian to request an evaluation of a student at any time. Not all parent or guardian referrals result in an evaluation. If the district does not feel an evaluation is warranted, the requester will be notified in writing of the decision not to evaluate and the rationale.



## Evaluation

If an evaluation is appropriate, the school district will determine in which areas (domains) to conduct testing. Please note, districts may not conduct an evaluation without the parent or guardians consent. Upon receipt of consent, the district has 60 days to conduct previously identified testing.



## Review of Evaluation Results

Parent and evaluation team will meet to determine whether a student is eligible for special education services (see eligibility categories).



## IEP Development

If special education services are appropriate the students IEP team (including parent) will meet to develop the provisions of the plan. Please note, services may not begin until parents provide consent of determined placement. Special education services will be commenced 10 days after consent for placement is received, unless otherwise noted.

# Eligibility Categories

*The Individuals with Disabilities Education Act (IDEA) requires public schools to provide special education and related services to eligible students. To be covered, a child's school performance must be "adversely affected" by a disability in one of the 13 categories below.*

**Autism (O)**

**Intellectual Disability (A)**

**Deaf/Blindness (H)**

**Deafness (G)**

**Developmental Delay (3-9) (N)**

**Emotional Disability (K)**

**Hearing Impairment (F)**

**Multiple Disabilities (M)**

**Orthopedic Impairment (C)**

**Other Health Impairment (L)**

**Speech and/or Language Impairment (I)**

**Traumatic Brain Injury (P)**

**Visual Impairment Including Blindness (E)**

**Specific Learning Disability (D)**



# School and Family Collaborative Experiences

*Meetings designed to visit and discuss a student's Individualized Education Plan (IEP)*

Meeting Type	Timeframe	What to Expect
Annual Review	Annually	Team discusses progress on goals, transitions activities, current placement, and future placement.
Domain	Every 3 Years or as needed	Team discusses what testing is needed to update the Individualized Education Plan (IEP) for the Initial Evaluation or Reevaluation process.
Reevaluation	Every 3 Years	Team reviews and discusses data that was collected as a result of the domain meeting. The team revisits eligibility to determine if the student continues to qualify for services.
Intake	ASAP	Scheduled for students transferring into SD308 from another district.

# Oswego School District Support Programs: *At-A-Glance*

*The Oswego School District provides a full continuum of services and placements. The programs listed below are carefully considered to determine the most appropriate support for each individual student.*

<b>Early Childhood (Preschool)</b>	Provides educational services to children identified with disabilities that are adaptable to each child's needs, interests, and level of development.
<b>Co-Taught</b>	Provides general education curricula that are planned, taught and managed by both a general education teacher and a special education teacher. The special education teacher provides accommodations and specially designed instruction to meet various student needs.
<b>Direct/Resource</b>	Provides students with mild to moderate disabilities academic and functional support in both general education and self-contained special education classrooms. Supports general education curricula with modified pacing.
<b>ISP - Instructional Skills Services (Junior High &amp; High School)</b>	Provides special education services in a cross-categorical setting to students in kindergarten through twelfth grade who require specialized instruction and/or intensive case management. This program provides a level of instructional support in a general education school building that exceeds the services in the Direct/Resource Program.
<b>LSP - Life Skills Program (Junior High &amp; High School)</b>	Provides instruction within a public school setting to students in kindergarten through age 21 who have been identified with significant cognitive and/or pervasive developmental disabilities. Instruction is based on a functional curriculum that incorporates academics and acquisition of daily living and vocational skills. The ultimate outcome is for students to transition successfully into adulthood within the community.

<b><i>STARS - Skills Training and Autism Related Services</i></b>	Provides educational and related services within a public school setting to students identified with autism spectrum disorders. The program utilizes a variety of research-based methods to provide each student with an individualized program in a classroom setting.
<b><i>Deaf/Hard of Hearing Program</i></b>	Provides support for the mainstream curriculum or alternative academic curriculum. Hearing Itinerant teachers offer direct academic instruction, consultation and monitoring.
<b><i>SKILLS - Supporting Kids In Lifelong Learning of Socialization Self-Control &amp; Self-Advocacy (K-12)</i></b>	Provides educational services in the general education school setting to students in kindergarten through twelfth grade who display behavior or emotional issues that interfere with their school achievement, classroom behavior, social skills, and/or relationships with others.
<b><i>East View Academy (K-12)</i></b>	Public therapeutic day school designed to provide an academic curriculum with intensive behavioral and emotional support. The purpose of the school is to provide educational services in a highly structured small group special education setting.
<b><i>Pathways Transition Program (18-22)</i></b>	Provides supported focus on the acquisition of daily living and vocational skills, subsequent to the completion of four years of high school, that lead to a successful transition to adult life within the community.

# Understanding Student Rights

<b>Individuals with Disabilities Act (IDEA)</b>	Public schools are required to ensure each child with a disability receives a free appropriate public education in the least restrictive environment, at no cost to the child's parents
<b>Free Appropriate Public Education (FAPE)</b>	Education provided at the public's expense that meets the state's educational standards, while conforming to the individual educational needs of the student
<b>Least Restrictive Environments (LRE)</b>	A student with a disability must be educated within the same classroom as non-disabled peers to the fullest extent possible in order to ensure that they are receiving a free <i>appropriate</i> public education (FAPE)
<b>Child Find</b>	A comprehensive system to locate, identify, and refer as early as possible all children with disabilities, aged birth to 21, for early intervention or special education services
<b>Native Language</b>	Evaluation of students for special education services must be conducted in the student's native language. Furthermore, documents related to services must be offered in both English and parent or guardians native language
<b>Procedural Safeguards</b>	<p>Procedural Safeguards provide information to assist students and families with understanding their rights within the context of special education. As a member of the IEP team, understanding student rights will not only allow for opportunities for advocacy, but will also provide insight into processes and decision making.</p> <p>The most updated Procedural Safeguards documents can be found at the following address:</p> <p><a href="https://www.isbe.net/documents/nc_proc_sfgrds_34-57i.pdf">https://www.isbe.net/documents/nc_proc_sfgrds_34-57i.pdf</a></p>

# Community Resource Information

*Community Unit School District 308 provides this resource as a courtesy to students, parents/guardians, and staff members. This resource is not meant to be an endorsement or recommendation of the organizations / service providers listed, nor is it intended to be a promotional vehicle for any program or services. Services noted include both public and private entities located in the area.*

## **Illinois Department of Human Services' (IDHS)**

24 hour automated helpline:

1-800-843-6154

or 1-800-447-6404 (TTY)

You may speak with a representative between:

8:00 am - 5:30 pm Monday - Friday (except state holidays)

***The following is an automated number directing the caller to local DD service information:***

1-888-DDPLANS or

1-866-376-8446 (TTY)

***Contact via mail at:***

Illinois Department of Human Services

319 East Madison, 4N

Springfield, IL 62701

[www.dhs.state.il.us](http://www.dhs.state.il.us)