

Parent Preparation for IEP Meeting

The purpose of your student's IEP meeting is to review assessment information and to evaluate progress. Input from all members of the IEP team is essential in creating a successful working plan/document. Speak with your student about these topics prior to the meeting and develop questions or information you would like to share and have staff consider during the meeting.

- Strengths and weaknesses
- Goals for your student after high school (life and career)
- Habits/responsibilities at home
- Academic levels in reading, math and writing skills
- Extra-curricular involvement options
- Elective opportunities in high school tied to student career path
- Work related job skill opportunities in high school
- Path/requirements necessary to realize life after high school goals
- Inquire about additional school sponsored evenings related to special topics more in depth

During the meeting, consider the suggestions below:

- Ask for additional time to consider important decisions if you're uncomfortable making them on the spot at the meeting or want to get additional input.
- Saying, "I don't know what you mean," is a demonstration of confidence and competence. Staff are more than willing to explain in a different manner. It's our job to make sure that you leave having all of the information you desire.
- Work with staff to engage your student in participating in their meeting. At the high school level, students need to take an active role in their IEP meeting and be part of the problem solving process.

Transfer/Withdraw Process

1. Steps to take when needing to withdraw your special education student from Addison Trail

- Notify the Special Education Department at 630-628-3364 so we can get your student's IEP documents ready to take with you to your student's new school. The new school will need these to appropriately place your student and meet their specific needs. Take these documents with you when you first go to the new school to register your student. They will need to know as early as possible that your student has special needs that need to be taken into consideration when creating their schedule.

- Go to the Addison Trail Guidance Department (you do not need an appointment) and tell them you need to withdraw your special education student. You will need to fill out a withdraw form and sign a release of records giving Addison Trail permission to share their school records with your student's new school.

2. Steps to take when needing to enroll your special education student at Addison Trail

- Go to the Addison Trail Guidance Department and tell them you need to enroll your student. (you do not need an appointment) Please bring a copy of your student's latest IEP and last three year re-evaluation paperwork. You can get a copy from their last school. We suggest you get this copy to cut down on the time it may take for the old school to send the paperwork. Addison Trail special education staff will need to review this paperwork to properly place your student and create their schedule. At this time, you will also schedule an appointment for your students to take the appropriate entrance exams.

- At the Guidance Department you will fill out several pieces of paperwork with demographic information. Additionally, please bring the documents listed below to prove residency within D88 and Addison Trail's boundaries.

1. Bill of sale for the home you own or a current leasing agreement
2. TWO current utility bills in the parent/guardian's name at the address seeking residency

Request for Special Education Case Study Evaluation

Illinois State law governs the process by which schools consider a student eligible to need a Special Education evaluation. The full explanation for this eligibility is individualized by student need, disability and demonstrated progress in school. If you would like to request a Special Education Evaluation, please put your request in writing and send to Lisa Bollow, Special Education Department Chair at lbollow@dupage88.net or send to Addison Trail at 213 N. Lombard Road Addison, IL 60101 c/o Lisa Bollow. Mrs. Bollow will get back to you on the individualized process for your student.

Request for Special Education Records

Special Education records are considered a "temporary" record for a student. Law requires that schools keep a student's temporary record for five years after their graduation and then shred the documents. We do house a student's special education records for five years; however, if you are requiring some type of documentation prior to that year we are not able to supply that information. We are able to provide basic information for people on a case by case basis. Only previous students themselves or the legal guardian for a person over the age of 18 is able to request records. Please contact Diane Zoglman, Special Education Department Secretary, at 630-628-3364 to request the information. She will consult with Lisa Bollow, Special Education Department Chair, to see what information is appropriate to provide. We will need a first and last name at the time of graduation, year of graduation, date of birth and a phone number to return the call.

Observation Hour Requests

At Addison Trail we field a large number of requests for college students requiring observation hours within our programs. As a result, we create an observation schedule for students to follow when they come into the building. This schedule provides an experience in a wide variety of settings where an observer can obtain a perspective in working with a wide variety of students. If you would like to schedule dates to come in and follow this schedule, please call Diane Zoglman, Special Education Department Secretary, at 630-628-3364 or email at dzoglman@dupage88.net. If your course requires something specific, please include the specifics in the correspondence with Diane Zoglman.

Practicum/Student Teaching Requests

If your college or university would like to request a placement at Addison Trail for a Practicum or Student Teaching placement, please send the information to Assistant Principal, Doug Wildes at dwildes@dupage88.net or 630-628-

3308. Mr. Wildes's office screens candidates and then will forward potential student teachers to the Department Chair.

Extra-Curricular Activities

There are a variety of extra-curricular activities offered included a variety of sports and clubs. The participation of students with disabilities in these activities is encouraged. If your student is interested in pursuing involvement in any of these activities, please either discuss at their next IEP meeting or contact the Special Education Department Chair. Specifics on each of these activities are also available in the Main office by contacting Sonia Hernandez, [630-628-3306](tel:630-628-3306), shernandez@dupage88.net. Participation in a specific activity is discussed on a case by case basis. Below are a few activities that have been designed specifically to encourage same aged peer social and recreational opportunities.

Special Olympics Basketball:

Best Buddies:

Social Network: The goal of this club is to provide a framework for students on the autism spectrum, or with social integration needs, to practice targeted social skills within the natural environment. Activities have included attending football games, plays/musicals etc... on campus with same aged peer models.

Special Education Programs and Services

All Special Education students receive direct case management services from a certified special educator each day during their ATR in their schedule after third period. This designated 35 minutes daily is for your student's case manager to progress monitor their progress and demonstrated skill in all of their classes. The case manager is your and your student's "go to" adult in the building. The case manager will also be at your student's annual review each year and provide you with nine week goal updates throughout the year. Each year the case manager will contact you to introduce themselves and provide you with their contact information. The programs below illustrate the level of service within the classes your student will receive which are determined at their annual review.

Regular Education with Co-taught/Consult:

This program provides special education and reading support to students in the general education curriculum. These students receive additional case management support through their ATR period to manage their classes including their specific accommodations and modifications. Additionally, a variety of instructional strategies and technology are used to teach concepts and vocabulary. See available courses below:

Reading 3

English 9 -12

Biology

Physical Science

Comparative Zoology (WB only)

Algebra

Geometry

Algebra II

College Algebra (AT only)

Human Geography

US History

American Studies (AT only, English 11 and US History block)

Economics/Government (WB only)

School to Work

Achieve

The Achieve Program is a highly structured environment for special education and non-special education students that require intensive academic and behavioral support that offers skill development in educational, social-emotional and transitional skills. Several of the courses offered are co-taught or supported with regular education and special education staff to meet the needs of all students regardless of eligibility.

A primary focus of the program is helping each student accept responsibility for his/her own academic progress and behavioral choices in the school setting. This will be accomplished in the context of a highly structured classroom environment which offers clear expectations, consistency and supportive therapeutic component. Each student's choices will be reinforced through direct and immediate feedback throughout the day, as well as group and or individual counseling as needed. By fostering a supportive relationship with each student, we will work together with that student to achieve the following goals: 1) development of appropriate problem-solving skills, 2) development of appropriate interpersonal skills, 3) increased school success, 4) development of a vocational plan, including goals to be accomplished in the high school program, as well as long-range goals for work and/or education and ultimately, 5) high school graduation.

Bridges

This program serves students with a variety of disabilities that are currently functioning academically significantly below grade level in the areas of reading, math and written expression. The Bridge Program adapts core curriculum and standards to meet the individual learning needs of the student. The program offers a low student to teacher ratio including a paraprofessional to provide individualized instruction to no more than 13 students in each period. Consistent research based assessment is provided to monitor student growth and achievement frequently.

English 9 -12

Biology

Physical Science

Earth Science (AT only)

Environmental Science (WB only)

Algebra (AT only)

Geometry (AT only)

Algebra II (AT only)

Consumer Math (AT only)

Consumer Management (WB only)

Math Operations (WB only)

Math Concepts (WB only)

Pre-Algebra (WB only)

Human Geography

US History

Economics/Government

School to Work

Drivers Education (AT only)

LINK 1 and 2

The LINK I and II programs are designed to provide a tiered Life Skills focus and functional academics to integrate a student's skills in the following areas of their complete life experience:

- Community
- Vocational
- Functional Academics
- Social Awareness
- Self – Reliance

English

Math

Reading 3

Self Reliance

Pre-Occupational Skills

Electives

Students will participate in a variety of transition/life experiences *that include but are not limited to*:

- ✓ Cooking Experiences: Menu Planning and Budgeting, Ordering at a restaurant
- ✓ Field trips: Grocery Store, Robert Crown Center, Volunteering
- ✓ Safety/Transportation skills: Metra, Pace, Police/fire departments
- ✓ Team work: Fundraising, Problem Solving real life situations, Cooperative creation of products, peer mediation, Special Olympics day as well as basketball and cheerleading
- ✓ Money skills: Identification of money, Budgeting, bank accounts
- ✓ Vocational: STEP program to work on job skills within the buildings

DLP

This is a District 88 program that is housed at Willowbrook for students with multiple disabilities focusing on Life Skills and functional community experiences. Students in this program are supervised during all transitions and lunch, as well as on and off transportation.

Extended School Year (ESY)

Extended school year is a program for students who may show a regression of skills without schooling during the summer months. Eligibility for this program will be decided upon at your student's Annual Review IEP meeting.

District 88 LIFE Transition Program

The LIFE program is located at our District 88 Office building. This program is designed for students ages 18-22 who need additional assistance preparing for their adult lives. The focus of this program is vocational and life skills. For more specifics, please see the Transition Program website [here](#).

Related Services

Related services are provided on an as needed basis determined at your student's IEP meeting. They are services to supplement their academic curriculum that support their overall success in school. Examples of these services are listed below.

Social Work (group or individual)

Speech-Language Therapy

Occupational Therapy

Physical Therapy

Assistive Technology

Transportation

Technology Center of DuPage (TCD)

TCD provides a hands on educational environment that supports and encourages individual learning styles, develops occupational skills and fosters professionalism. Staff at TCD keep their education up to date and on the cutting edge of what is current in the workplace to provide an accurate picture of the working world for students to experience. As part of their high school day, students would attend TCD and earn high school credit. See Powerpoint for additional information.