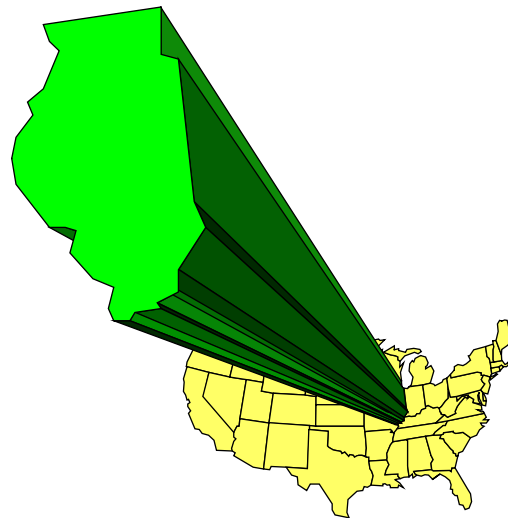




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and You: A Partnership for Success

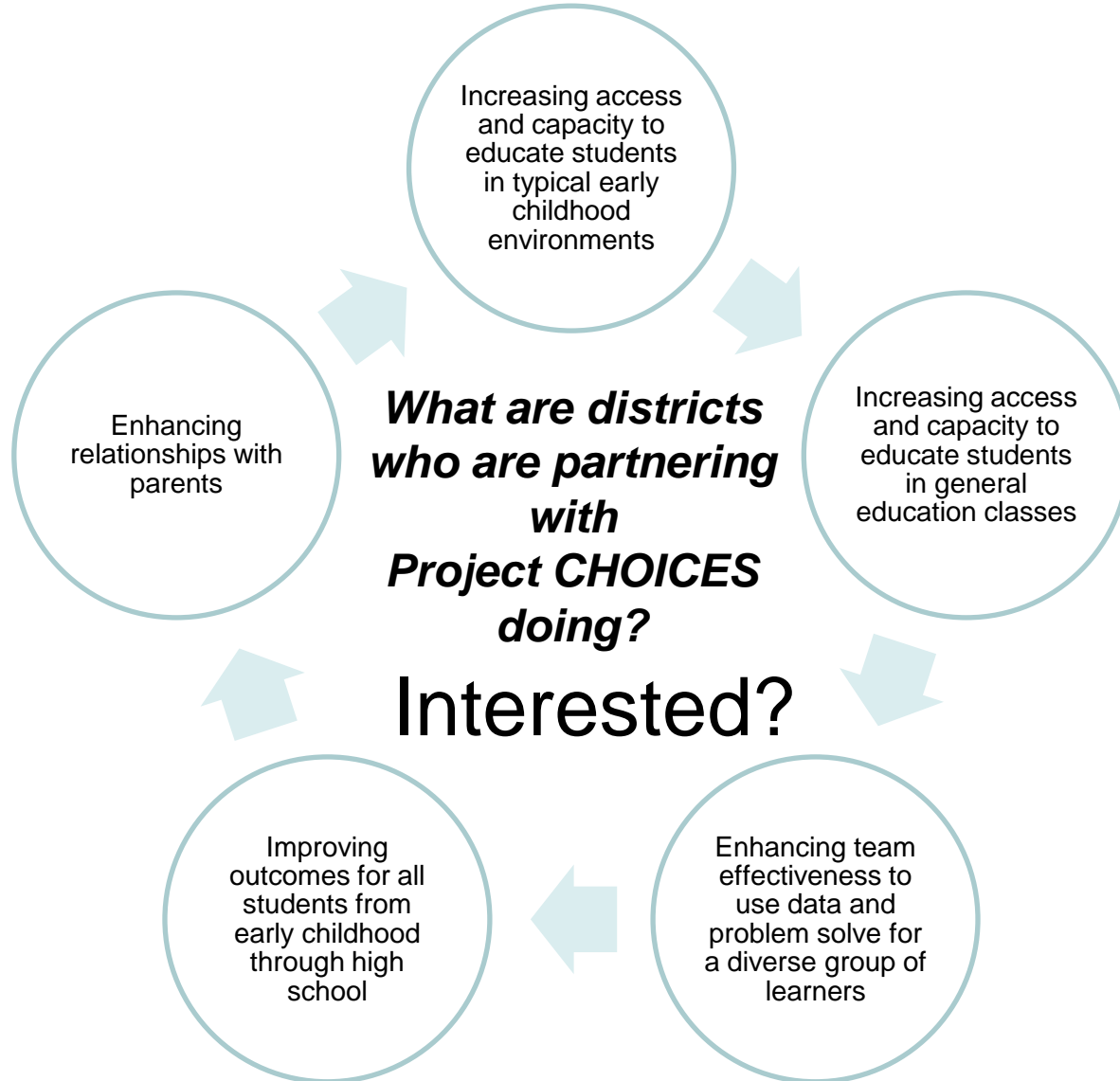


*Expanding Opportunities for Children and Youth with Disabilities
in General Education Classrooms and Curriculum*



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Who is



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and what is the focus?



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“CHOICES”

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*Assists districts and communities in
developing and expanding
inclusive options for
children and youth with disabilities.*



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“Least Restrictive Environment” Initiative of the Illinois State Board of Education

CHOICES

school age students 6 through 21

Early CHOICES

preschool-age children 3 through 5



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For building a system with the capacity to educate all students in general education classrooms

Target 1 - All students are members of the general education community.



Target 2 - All students have access to and are supported by all of the school's resources.



Target 3 - The school addresses social and emotional skill development as a key part of academic outcomes.



Target 4 - The school develops and uses data systems for decision making and problem solving.



Target 5 - The school makes concentrated and ongoing efforts to involve family members and other community members.



Target 6 - The school/district is committed to system change and developing an effective education system for all.

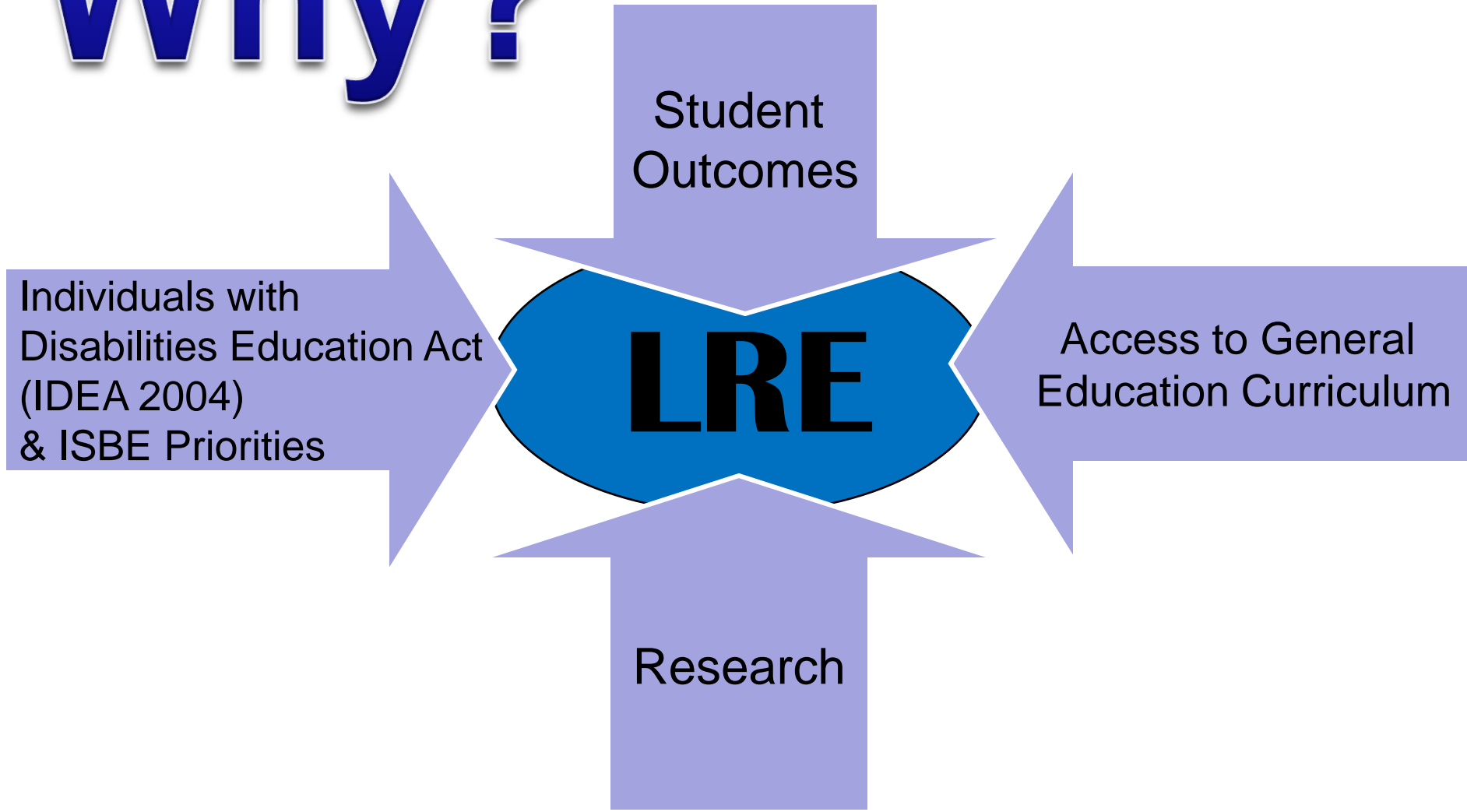




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Why?



How is



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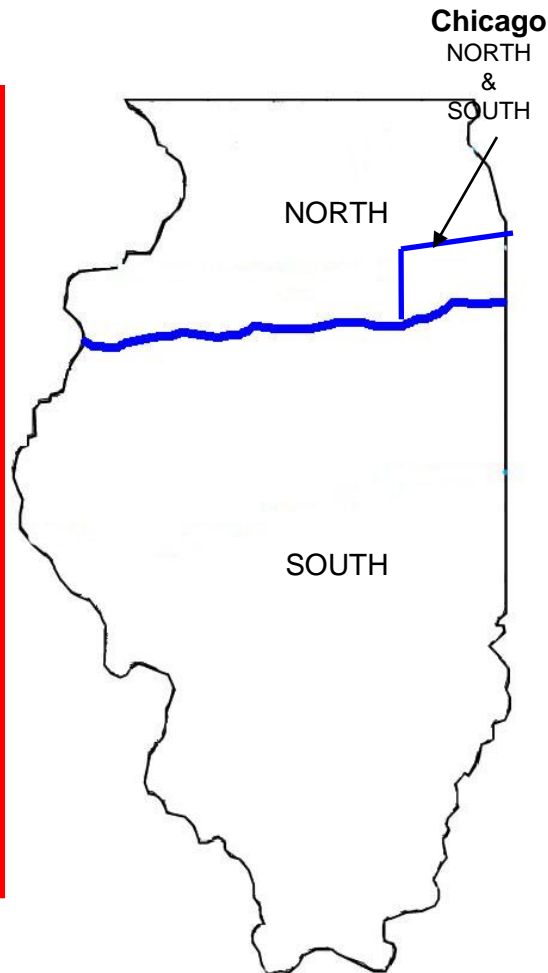
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organized?



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is one of several
ISTAC
(Illinois Statewide Technical Assistance Center) service providers.

The Illinois Statewide Technical Assistance Center (ISTAC)
is the Illinois State Board of Education's
model of integrated technical assistance
for families and school districts.

Each ISTAC project uses a coaching and support model,
focusing on building the capacity of districts
through the implementation of evidence-based practices,
utilizing data collection and analysis
in support of data-based decision making.

What does a partnership with



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mean for a district?



Let's Look at One District's Data

Where do you think
students with IEPs are educated?

Use these three categories:

Code 01: 80% of time *Inside General Education Classrooms*

Code 02: 40-79% of time *Inside General Education Classrooms*

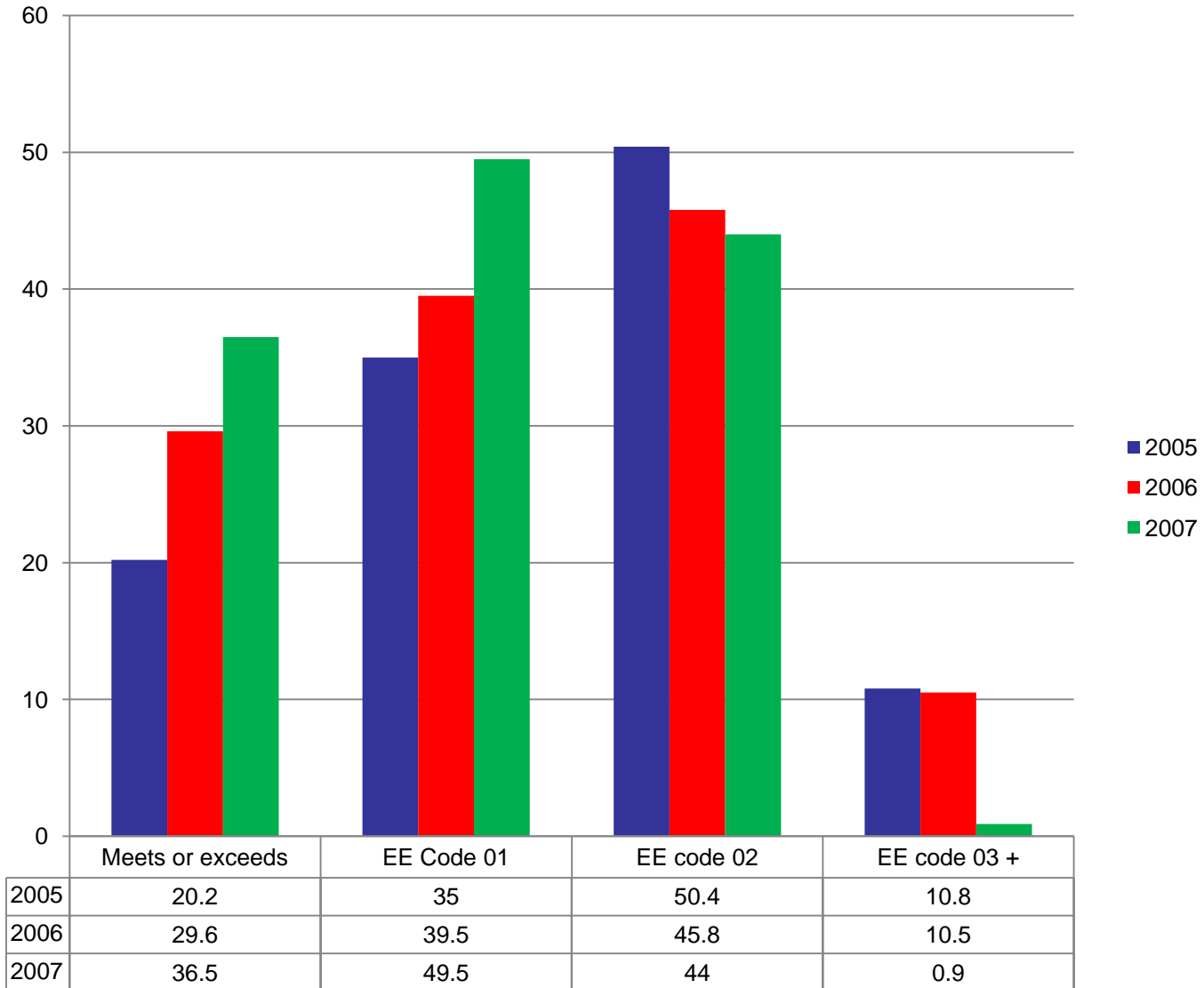
Code 03: < 40% of time *Inside General Education Classrooms*

What are your predications regarding ISAT scores?



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Practices Implemented by the District

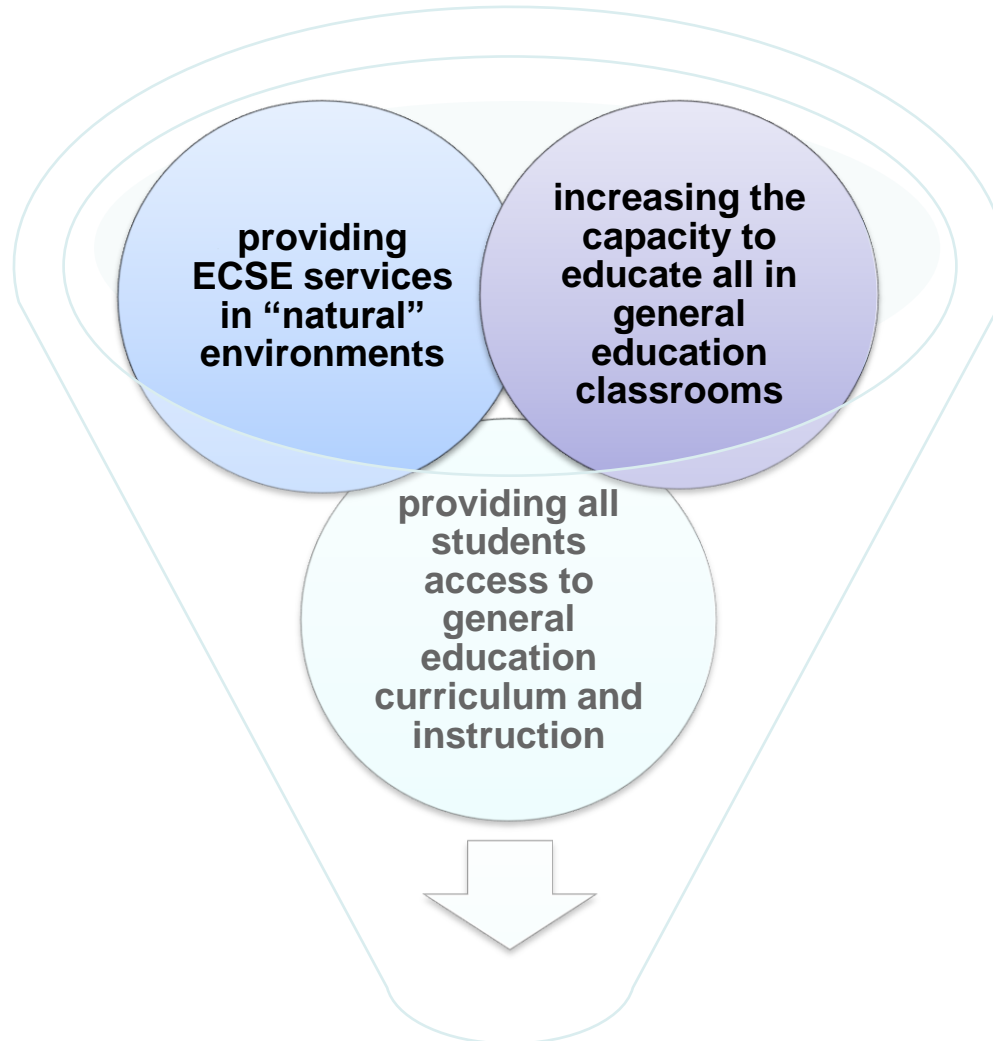
- ✓ Establishing an LRE team and plan
- ✓ Providing professional development in research based practices
- ✓ Implementing classroom proven teaching strategies to benefit all learners
- ✓ Co-teaching in each core subject
- ✓ Paraeducators providing classroom support in general education classrooms
- ✓ Co-planning and collaboration between general education and special education staff
- ✓ Providing accommodations and modifications as stated in the IEP



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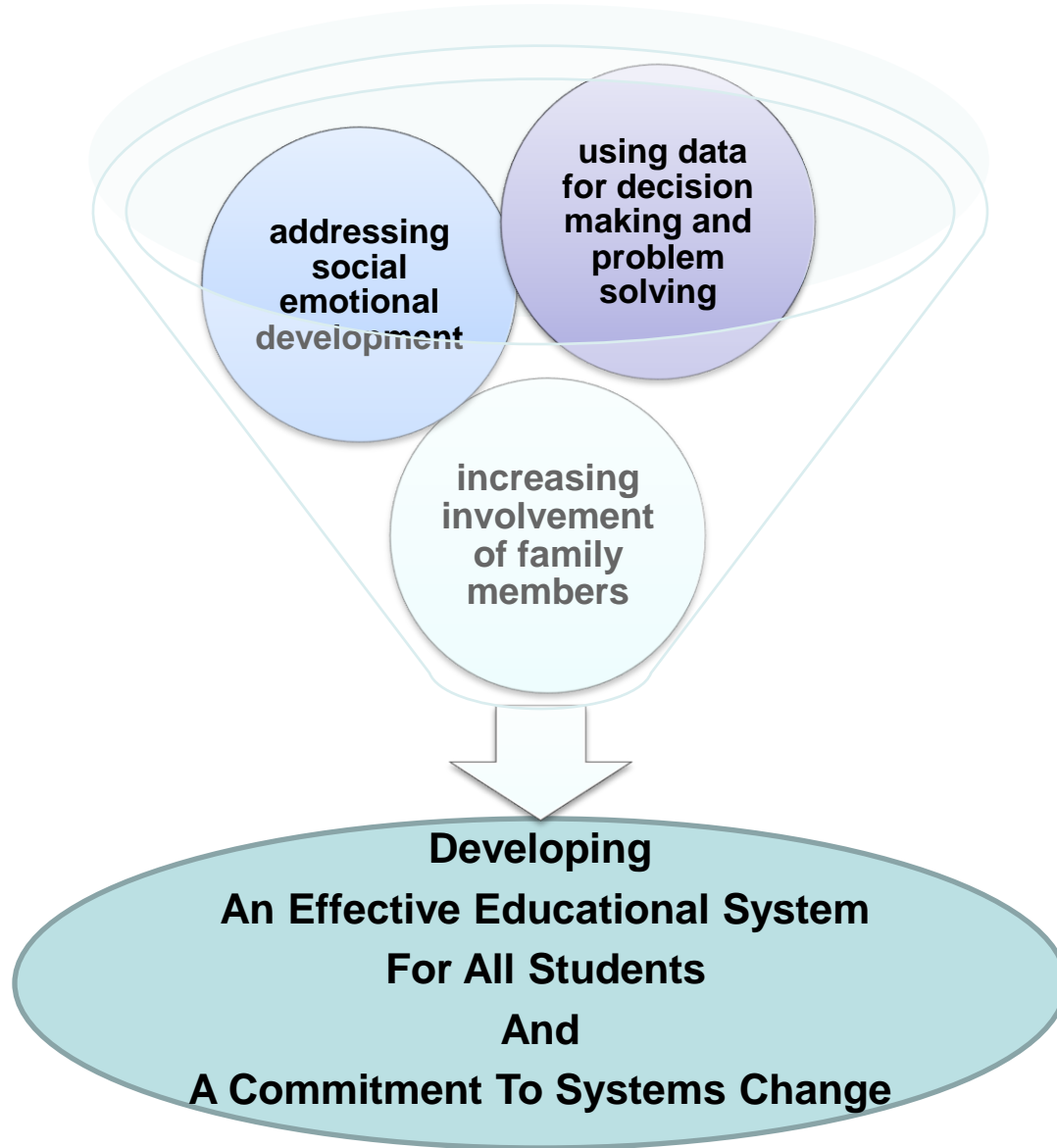
Collaborates With Districts To Assist In:





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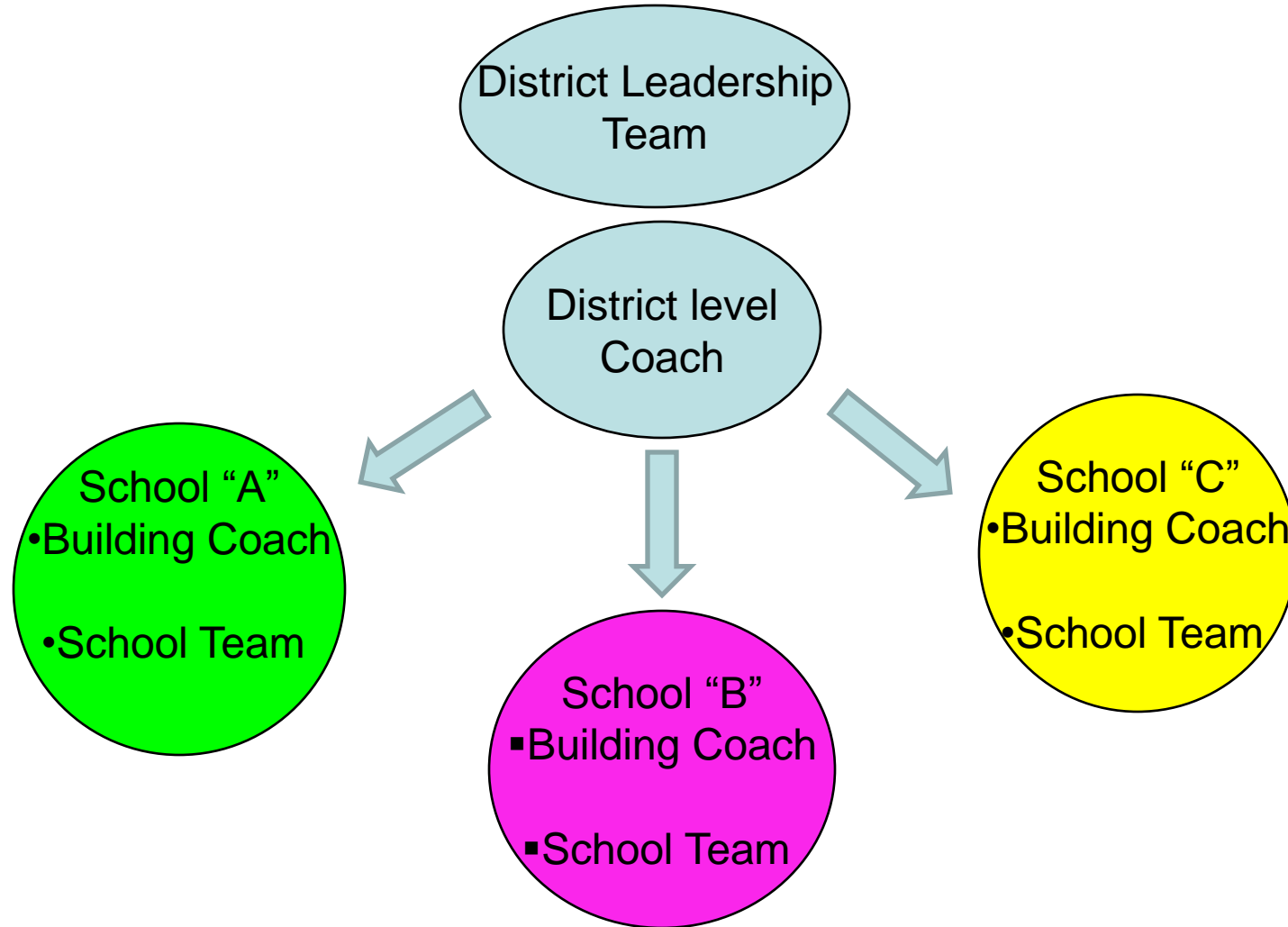




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What might it look like?



Who is the team?

A **comprehensive**

District Leadership Team

would include:

- ✓ District administrator and building administrator(s)
- ✓ Special education teacher(s)
- ✓ General education teacher(s)
- ✓ Parent(s)
- ✓ District coach
- ✓ Board member
- ✓ Community member(s)
- ✓ Student(s)

A **comprehensive**

School Leadership Team

would include:

- ✓ Building coach
- ✓ Principal/Asst. Principal
- ✓ Special education teacher(s) from participating school
- ✓ General education teacher(s) from participating school
- ✓ Related services personnel
- ✓ Parent(s)
- ✓ Community member(s)
- ✓ Student(s)

Where could a partnership with



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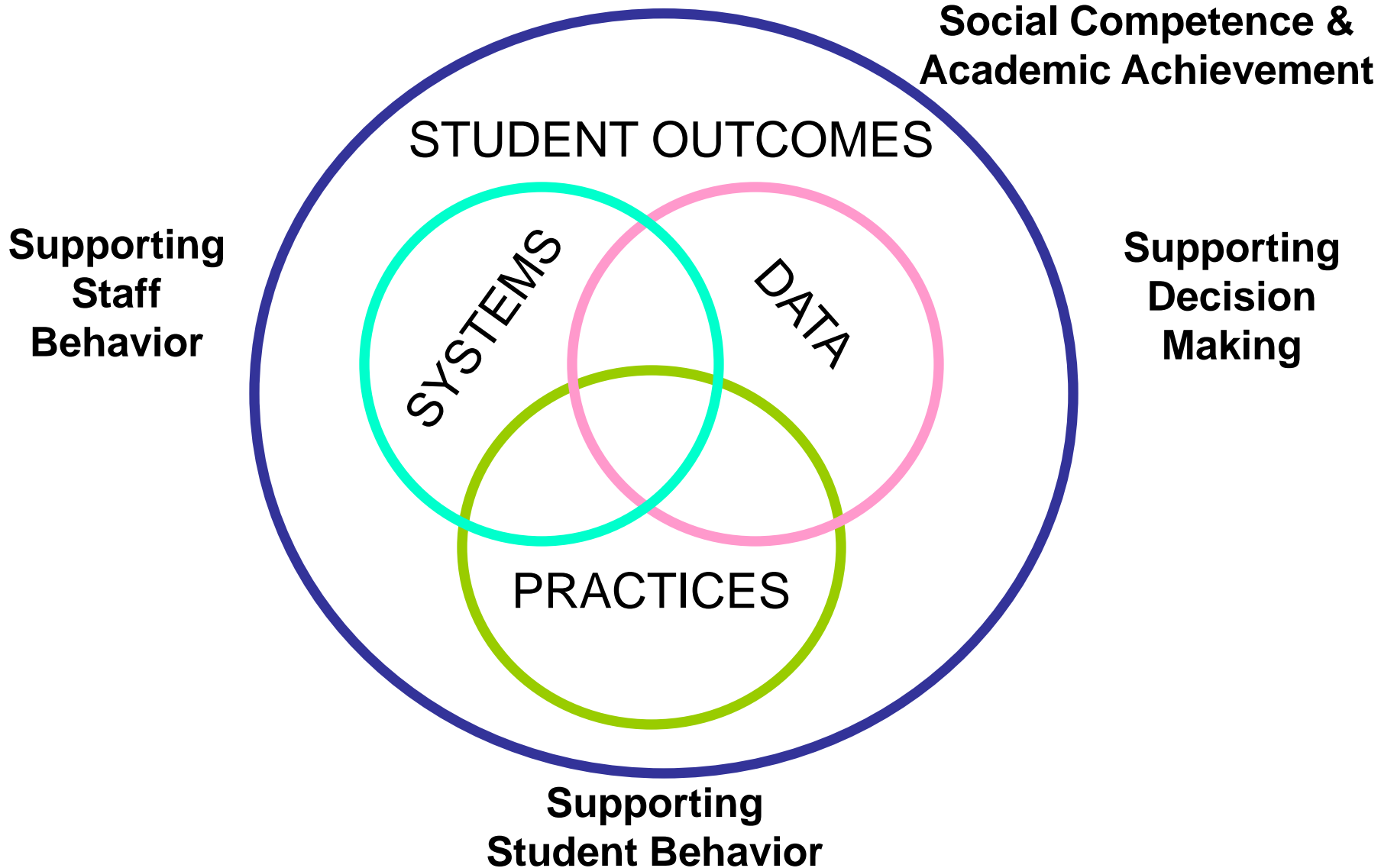
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and a district begin?



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Common Planning Time



Development of a Vision



Administrative Support



Accommodations and Support Systems

Making Effective Systems of Education for All a Reality



Family Support



Effective Instructional Strategies



Teaming and Relationship Building



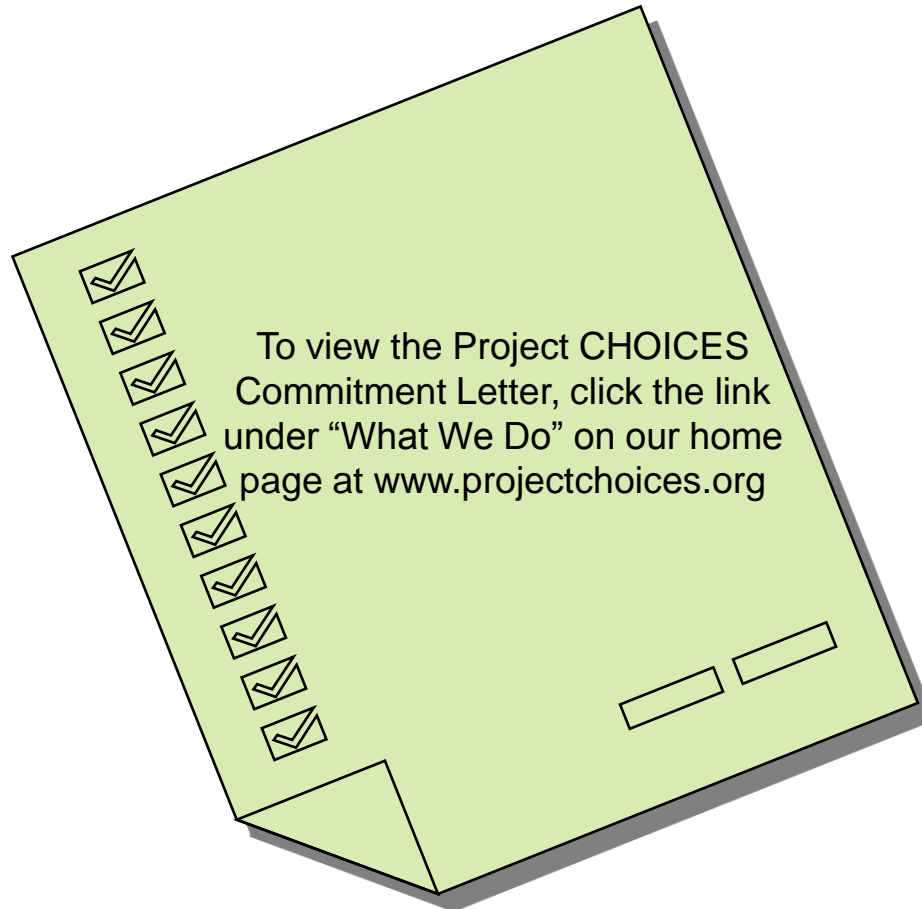
Professional Development



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What does a commitment with Project CHOICES mean for a District?



To view the Project CHOICES
Commitment Letter, click the link
under “What We Do” on our home
page at www.projectchoices.org

What others are saying about



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As an administrator, why would I want to partner with Project CHOICES?

1. They have a solid plan and an expectation for your school with reasonable results.
2. They understand where you stand when they come in.
3. They provide constructive feedback in a timely fashion.
4. There is a mutual trust between them and us.

P.M. Salemi, Principal, James Shields School, CPS

As a teacher, why would I want to see Project CHOICES partner with my school district?

“Project CHOICES helped me focus on students' abilities, rather than disabilities. I have learned to plan lessons in terms of what students CAN do, rather than what they CAN'T. The Project CHOICES team has shared practical classroom strategies, team planning ideas, co-teaching techniques, and even technology resources that have been adopted by every classroom in our building as we have built a fully inclusive district.”

Amy Lows, 7th grade teacher, Raccoon Elementary School (2007)



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As a parent, why would I want to see my school district partner with Project CHOICES?

“As the parent of a student receiving special education services, I want those who are working to support my child to have the information and support they need to feel confident in helping him achieve his goals. Project CHOICES is available to provide the technical support schools need to improve outcomes for students with disabilities in general education. We all want the same thing – positive outcomes for our children.”

Deb Fornoff, parent

As a professional, why would you partner with Project CHOICES?

“I have worked with Project CHOICES for many years. It is one of the best organizations for the good of children that I have encountered. Not only are the goals admirable and the organization superb, but the people are truly committed, caring and dedicated professionals. It has been an honor to associate with the project.”

Dr. Richard Curwin, Co-Author: Discipline With Dignity

How to reach



1-630-620-0551

For a list of consultants in your area visit:

<http://www.projectchoices.org/>