

THE Individualized Education Program (IEP) IS THE KEY

Children's Craniofacial Association
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WHAT IS SPECIAL EDUCATION?

What it is

What it's NOT

Special Education is *NOT* a place.

Special Education levels the playing field for students with disabilities. It includes the supports and services necessary to help a student learn academic, social and self-help skills so they may participate in regular education classes, programs, and activities.

Preparing to Advocate

Gather Your Materials

- Hefty 3-ring Binder
- Divider Tabs
- Sturdy 3-hole Punch
- Highlighter
- Page Flags
- Notebook or Phone Log
- Page Protectors



Record Keeping

Include the sections you think you need.

Possibilities:

- Current IEP
- Evaluations
- School Records
- Copies of letters, notes, E-mails that you sent to teachers and school staff
- Letters, notes, E-mails from teachers and staff
- Communication notebook
- Student's work samples
- Special Education Laws and Procedural Safe Guards
- Medical records
- Information about your child's disability
- Medical test results

Learn About Your and Your Child's Rights

- ◉ Continue going to training sessions
- ◉ Search websites
- ◉ Get advice from the people who work with your child outside of school
- ◉ Contact your state's Parent Training and Advocacy Center

HELP THE SCHOOL STAFF HELP YOU BE AN ACTIVE PARTICIPANT

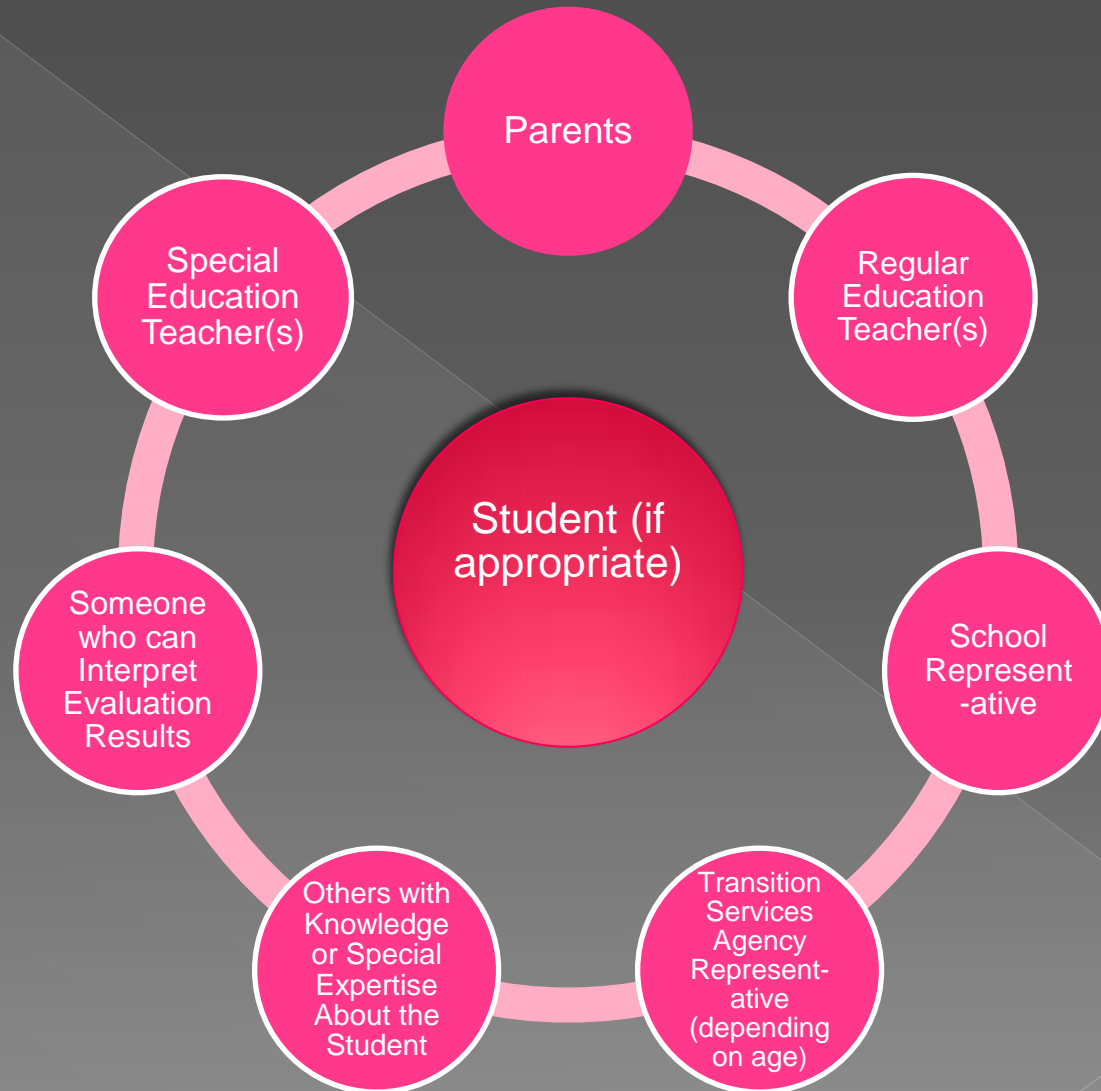
- In advance of the conference you should expect:
 - > Early notice of meetings so you can make arrangements to attend
 - > Meetings to be scheduled at a mutually agreed on time and place
- To prepare the school for your participation:
 - > Let them know what goals are important to you and your child. Ask them what goals are most important to them.
 - > Let them know that you intend to give a parent report (just as professionals give reports).
 - > Ask for school reports to be presented to you in advance of the meeting.
 - > Ask to receive a draft of the proposed IEP.

CASE CONFERENCE



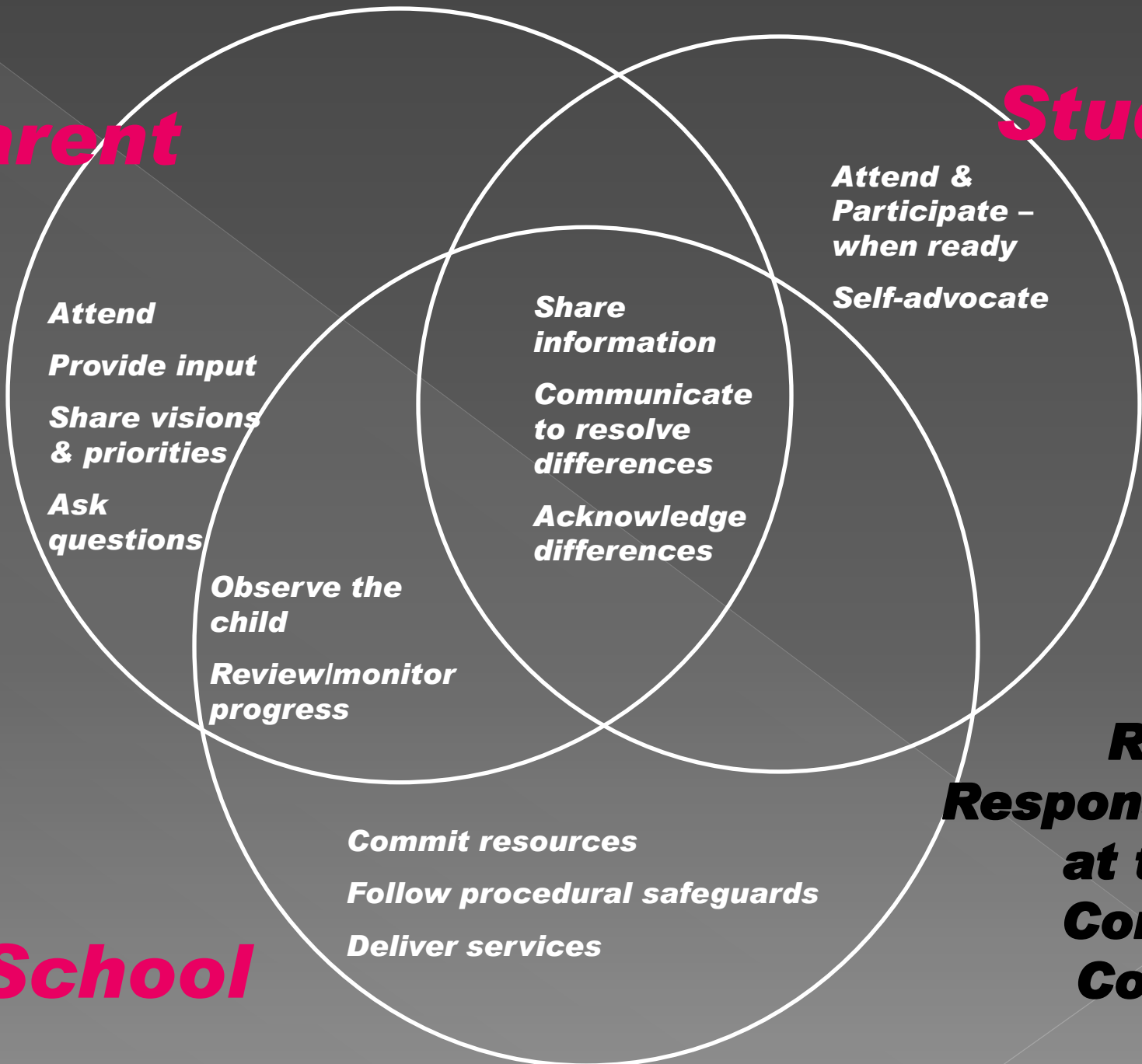
The Case Conference is required by law for the purpose of developing guidelines to see your child through school from age 3 to graduation

Participants at the IEP Meeting



Parent

Student



Attend
Provide input
Share visions & priorities
Ask questions

Attend & Participate – when ready
Self-advocate

Share information
Communicate to resolve differences
Acknowledge differences

Observe the child
Review/monitor progress

Commit resources
Follow procedural safeguards
Deliver services

School

Roles and Responsibilities at the Case Conference Committee Meeting

PARENTS are EQUAL Members of the Team

- Parents know their child the best. The child is typically with the parents during the hours of the day (16-18 hours/d) and the days of the year (180 d/year) when the child is NOT at school.
- Parents are the child's first teachers.
- Teachers come and go, but parents are their child's life-long teachers.
- Parents have their child's best interest at heart.

Develop Your Own Agenda for the Case Conference

- Write a bio of your child and include the child's picture
 - > Plans for the Future
 - > Info on Medical Condition
 - > Family Beliefs & Values
- Make a list:
 - > The Good News (Strengths)
 - > Parent and Teacher Frustrations (Areas of Concern)
 - > Child's Frustrations (Areas of Concern)
 - > What the Child Needs (Based on Areas of Concern)
 - > Related Services Needed
 - > Accommodations and Modifications Needed
 - Classroom
 - Communication
 - Instructional
 - Curriculum

Individualized Educational Program (IEP)

- The IEP is the written plan that is developed at the Case Conference. It explains what supports and services the student needs to participate in education in the public school during the next year.

About the IEP

- The IEP is a written plan that describes in detail the child's special education and related services that the district will provide to meet the student's individualized needs.
- The IEP is a legal document.
- The IEP is developed by the Case Conference Committee (CCC).
- The IEP is reviewed at least annually.
- Parents have a right to receive a copy of the IEP within (**varies by state**) school days after the CCC is held.

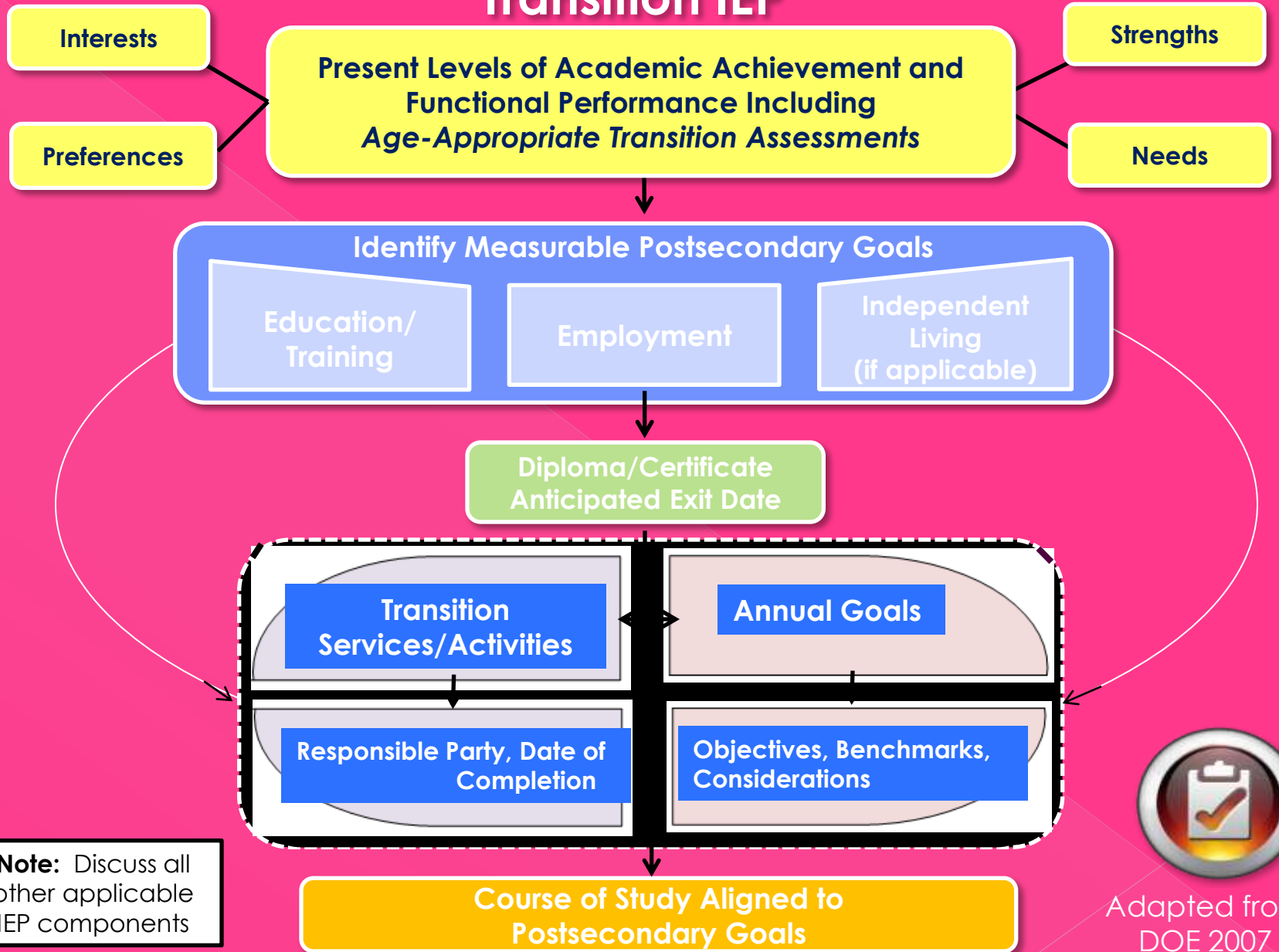
Included in the IEP are:

- Present educational performance levels
- Statement of measurable annual goals describing what the student can be expected to achieve
- Statement of how the student's progress toward annual goals will be measured and when the parents will be informed
- Statement of special education services, related services, and supplementary aids and services to be provided to the student
- Statement of program modifications, accommodations, and assistive technology needs
- Explanation of the extent, if any, to which the student will **not** participate with non-disabled students

Included in the IEP (cont'd)

- Statement about the student's participation in statewide or local assessments
- Projected dates for initiation of services and program modifications and the anticipated length, frequency, location, and duration of services and modifications
- Statement of the student's need for Extended School Year Services
- Identification of the placement in the least restrictive environment
- Statement of transition services (for students over 16)
- If necessary, a behavior plan
- Beginning one year prior to the student's 18th birthday, a statement that the parent's rights transfer to the student at age 18

Transition IEP



Note: Discuss all other applicable IEP components



Adapted from DOE 2007

Accommodations Vs. Modifications

○ Accommodations

- ✓ Changes the “how” of what is taught. A change is made to the teaching or testing procedures to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skill. Does not change the instructional level, content or criteria for meeting a standard.

○ Modifications

- ✓ Changes the “what” we teach.
- ✓ A modification is a change in what a student is expected to learn and/or demonstrate.
- ✓ While a student may be working on modified course content, the subject area remains the same as the rest of the class.

A Good Goal Includes:

By When:

- IEPs are typically written for 1 year
- The length of time available for the intervention is important in establishing performance criteria

Who:

- It's always about what the **STUDENT** will do differently

Will do What:

- Target the behavior/skill requiring some action

Under What Condition:

- What activity or condition must occur for student to demonstrate expected performance criteria

Proficiency Level:

- The level at which the student's performance will be acceptable (speed, accuracy, frequency, quality)

Measured by:

- As measured by—with what monitoring tool—measured and recorded by who

PLACEMENT

- ◉ Decide everything else before placement
- ◉ Individually determined, based on IEP
- ◉ First consideration must be general education with supplemental services and supports
- ◉ Must be in the “least restrictive environment” (LRE)
- ◉ LRE: To the maximum extent appropriate, children with disabilities are educated with children who are not disabled.

After the IEP is Written:

- Get a copy and go over every word to make sure it actually says what you thought it would
- If not, put the changes in writing and send it to a person of authority at your child's school
- Continually monitor to ensure what's supposed to be happening really is happening. Do NOT assume it is.

Remember: If it's not written, it didn't happen

Web Links

- **The Short & Sweet IEP Overview** www.nichcy.org/schoolage/iep/overview
- **US Dept of Ed Guide to the IEP**
<http://www2.ed.gov/parents/needs/speced/iepguide/index.html>
- **Wrightslaw—Leading Website about Special Education Law and Advocacy** www.wrightslaw.com
- **Directory of Parent Training & Information Centers**
www.yellowpagesforkids.com/help/ptis
- **State Organizations:** www.nichcy.org/state-organization-search-by-state
- **Loans, Scholarships, & Financial Aid for Students with Disabilities** Links to numerous resources to help fund college
http://www.insource.org/brochure/Loans_Scholarships.html