

IEPs in Action: Using the Power of Parental Input for Positive Change



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HELLO!



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(WS) - 9



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“ Check page 46678 in the Commentary to the federal regulations (2006). It states that certain “...provisions are important to encourage parent participation in the IEP process, which is an important safeguard for ensuring FAPE under the Act.”

And, on the same page, “Parents are free to provide input into their child’s IEP through a written report if they so choose.”

<http://www.wndnslaw.com/blog/adding-parent-input-to-the-iep-heres-how/>

DECODE THE IEP

Yes, there's a code and no they don't teach it to parents...



DEMOGRAPHICS

- This section should list your current address, phone number, email, etc.
- Please ensure this information is accurate and up-to-date as the school will use this information to contact you.

Purpose of Meeting

Meetings can have several purposes:

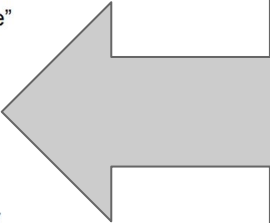
- Initial Eligibility: This is for initial qualification for special education
- Eligibility Re-Evaluation: Usually takes place every 3 years; determines the child's continued need for special education
- Annual Review: to review and make changes to goals, objectives, services, etc. each year according to the child's growth and development.
- Amendment: An off-schedule meeting to make minor changes to the IEP.

Participants

- This is a list of everyone participating the meeting. This should include all service providers and teachers.
- A general education teacher must be present for the IEP meeting to be a legal meeting. The general education teacher should preferably be a content teacher - not music, gym, technology or the librarian.
- Essential staff (Such as service providers (therapists etc.) and the general education teacher) must have your written permission to be absent from the meeting.
- There should also be someone from the district present who has the authority to “commit district resources” present. In other words, someone who has the power to say “YES”.

Student Profile

- This section should include information on the following:
 - Student Strengths
 - This section should list all student strengths; academic, social, etc. The information provided should be concrete and observable. Beware of ambiguous language and of sentences that describe the student as “cute” or “sweet”.
 - Parent Input & Concerns
 - This is the parent’s opportunity to list **any and all** concerns they have regarding the child’s education and social development, now and in the future.
 - Current Evaluations
 - This section should list all current assessment data. Evaluations from service providers, progress monitoring data, intelligence testing, and any academic assessments.
 - This section should also include any assessment data the parents have provided from outside evaluators and/or service providers.
 - Eligibility
 - This section details how the child qualifies for special education. Labels often vary from state to state. Students with WS qualify in many different ways:
 - Intellectual Disability (ID)
 - Cognitive Impairment (CI) - variations of this include:
 - MiCI - Mild Cognitive Impairment
 - MoCI - Moderate Cognitive Impairment
 - SCI - Severe Cognitive Impairment
 - SXI - Severely Multiply Impaired
 - Other Health Impairment (OHI)



THIS IS WHERE YOUR
PARENT INPUT IS
INSERTED

It is important that your child qualify under the most flexible eligibility status possible based on their personal profile. For many individuals with WS, that status is OHI.

“ As Congress wanted to strengthen the role of parents and ensure that families “have meaningful opportunities to participate in the education of their children”, any district policy about barring parent IEP attachments is not consistent with the spirit or the letter of the law.

<http://www.wrightslaw.com/blog/adding-parent-input-to-the-iep-heres-how/>

What Can Parental Input Look Like?

- Reports
- Presentations
- Letters
- Any combination of the above

Staff working with your child are responsible for being familiar with all information attached to the IEP.



IEP-at-a-glance



Specialist Handout



15 minute meeting relay

Present Level of Academic Achievement & Functional Performance

This should be the most comprehensive part of your child's IEP.

- It should be at least 3-5 paragraphs long, and should thoroughly describe the student's ability to function in the school environment - including academics, social skills, transitions, technology, playground, physical education, etc.
- This section should also include information regarding the child's disability and learning profile (how they learn). Strategies that work and those that don't work should be listed.
- Information included here should be concrete and measurable. All data is included.
- This section should also list all of the areas of concern regarding the child's ability to participate, make progress in the curriculum, and fulfill their role as a student.
 - Each area of concern should then be addressed with either a supplemental aide, support, or service OR with a specific goal & objectives.
- Think of it this way: If you were to move to another district, could the new district read the PLAFP and have enough information to pick up right where your current district left off WITHOUT repeating work or trials that have already been done? If not, this section is incomplete.

Special Factors/Supplemental Aides, Supports & Services

- This section includes information on any accommodations the student might need to fully participate in the school environment and in the curriculum.
- These may include but are not limited to:
 - Preferential seating
 - Sensory breaks
 - Visual Schedules
 - Study guides or guided notes
 - Use of technology for writing, PDF editing, dictating assignments, etc
 - Audio books and/or text-to-speech
 - Set of books at home (reduces weight of back pack)
 - Locker accommodations - digital lock or key lock
 - Pre-teaching & re-teaching of assignment content
 - Ability to produce alternate output, e.g. video or read of 5 paragraph essay
 - Low-tech accommodations for classwork and/or worksheets - stickers, label maker, name stamp, etc.
 - Behavioral supports

“ 20 U.S.C. 1400 (c) (5) and (d)

Congress found that the education of children with disabilities can be made more effective by “**strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home;**”

<http://www.wrightslaw.com/blog/adding-parent-input-to-the-iep-heres-how/>

“ 20 U.S.C. 1400 (c) (5) and (d)

The purpose of passing IDEA was to ” to ensure that all children with disabilities have available to them a **free appropriate public education** that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living; ” and “to **ensure that the rights of children with disabilities and parents of such children are protected**;...”

<http://www.wrightslaw.com/blog/adding-parent-input-to-the-iep-heres-how/>



THANKS!

Any questions?

Contact us...



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Resources

[GOAL BANK](#)

[Educational Profile of Williams Syndrome](#)

[Decoding the IEP](#)