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**Mark Your Calendar!**

# Parent to Parent



*News for Special Education Parents in Granite School District!*

ISSUE # 4

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## Parents Can Prepare for Special Education Meetings

1) Remember that special education decisions are based on data rather than personal opinion. School records—including your child’s three-year evaluation report, current Individualized Education Plan (IEP), discipline reports, progress reports, and report cards—provide important information that is used when making decisions for your child. Be sure you have copies of these records. At a minimum, read the IEP and evaluation report before your child’s annual IEP meeting.

2) Be sure to review the meeting notice. Who is invited? What is the purpose of the meeting? Will your child attend all or part of the meeting? Does your child need any preparation for his or her participation?

3) Make a list of your priorities and concerns before the meeting. You may want to share your list with your child’s IEP case manager and ask that your items be included on the agenda.

4) If you plan to discuss a problem at the IEP meeting, define the issue clearly in your own mind. Bring ideas for solutions and also be willing to listen to the ideas of others. Avoid blame and focus on ways to solve the problem.

5) Finally, keep in mind that teamwork creates better outcomes for children. You are the expert on your child, and the school has expertise in education. Together, you can help your child succeed in school.

Pacer Center: <http://www.pacer.org/parent/php/php-c156.pdf>



## Upcoming Events!

### Taming the Lion without the Whip: Using Positive Approaches in Dealing with Challenging Behaviors

This session will explore the basics of positive behavior supports and how to understand the function of difficult behaviors. The latter part will teach simple interventions that can be used with children who struggle with challenging behavior or difficult behaviors that may be part of their disability.

**Tuesday, March 31 6:30-8:30 PM**

Granite Education Center, D-102  
2500 S. State Street, South Salt Lake  
Online Registration: <http://conta.cc/ZoqvDM>  
Or call 385-646-4190

### Summer Fun Panel

Come learn about summer programs for children with disabilities. There will be a panel of programs to discuss what they offer, and parents will also leave with a summer resource list. Programs in attendance include the Independent Living Center, Parks and Rec, Splore, National Ability Center, SL County Library Systems and more!

**Thursday, April 9 7:00-9:00 PM**

Granite Education Center, D-102  
2500 S. State Street, South Salt Lake  
Online Registration: <http://conta.cc/ZoreVk>  
Or call 385-646-4190

## **The Short-and-Sweet IEP Overview—A legacy Resource from NICHCY**

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP. That's why the process of developing this vital document is of great interest and importance to educators, administrators, and families alike. Here's a crash course on the IEP.

### **Who Develops the IEP?**

The IEP is developed by a team of individuals that includes key school staff and the child's parents. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

### **When is the IEP Developed?**

An IEP meeting must be held within 30 calendar days after it is determined, through a full and individual evaluation, that a child has one of the disabilities listed in IDEA and needs special education and related services. A child's IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate.

### **What's in an IEP?**

Each child's IEP must contain specific information, as listed within IDEA, our nation's special education law. This includes (but is not limited to):

- the child's present levels of academic achievement and functional performance, describing how the child is currently doing in school and how the child's disability affects his or her involvement and progress in the general curriculum
- annual goals for the child, meaning what parents and the school team think he or she can reasonably accomplish in a year
- the special education and related services to be provided to the child, including supplementary aids and services (such as a communication device) and changes to the program or supports for school personnel
- how much of the school day the child will be educated separately from nondisabled children or not participate in extracurricular or other nonacademic activities such as lunch or clubs
- how (and if) the child is to participate in state and district-wide assessments, including what modifications to tests the child needs
- when services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last
- how school personnel will measure the child's progress toward the annual goals.

### **Can Students be Involved in Developing Their own IEPs?**

Yes, they certainly can be! IDEA actually requires that the student be invited to any IEP meeting where transition services will be discussed. These are services designed to help the student plan for his or her transition to adulthood and life after high school. Lots of information about transition services is available on our Transition to Adulthood page, including how to involve students in their own IEP development.



## **Find Us on Facebook!**

Stay up to date on upcoming events, and meet other parents in Granite with special needs kids! Look for "Granite Parents of Special Needs Students"