

# **Special Education Binder for:**

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**If found please contact:**

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**CODSN**

CENTRAL OREGON  
Disability Support  
Network

**"Diversity is having a seat at the table,  
inclusion is having a voice, and belonging is  
having that voice be heard."  
Liz Fosslien & Molly West Duffy**

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# Special Education Roadmap

## Request Meeting

Ask for an IFSP/IEP meeting in writing. If the case manager asks for a meeting, make sure to respond with a time & date that works for you.

## Think About:

What is the goal of this meeting: annual, eligibility or called for a specific concern? Use the Meeting Planning tool (worksheet #1 & questions tip sheet) to write down thoughts, concerns or questions.

## Review Meeting Attendee Invites

Invite other people you'd like to be at the meeting. You can invite someone to take notes.

## Ask for IEP Draft

Before the meeting, ask for a draft copy of the IEP, notes & reports that the team will be talking about at the meeting.

## "All About Me" Page

Update your child's list of strengths for their "All About Me" page (use worksheet #2). Have your child be part of the meeting and think about ways for them to share their ideas.

**Remember, the IEP should be created with your child's life after school in mind.**

## Write Parent Concerns

Use worksheet #3 to share your parent concerns with the team. Send to the case manager before the meeting and ask it to be copied and pasted into the IFSP/IEP.

## Think about how your child will be part of the meeting

Ideas:

- Record a video of your child sharing about themselves.
- Make an "All About Me" slideshow that shares what works and doesn't work.
- Have your student give out their "All About Me" page at the start of the IFSP/IEP meeting.

## Gather Data & Reports

Ask for reports and notes from private specialists, therapists and tutors. Ask them for ideas on goals/supports for your child.

## Review Current Goals

Think about if the goals in the IEP will help your child be ready for life after school.

## Accommodations & Supports

Before the meeting, make a list of supports that would help your child. Bring this list with you to the meeting to use when the team talks about the "Supplementary Aides & Services" section of the IFSP/IEP.

## Arrange for childcare

Plan for childcare and time off if needed. Give yourself time to get ready for the meeting and time to process after the meeting.

## Review your parent rights under IDEA

Learn your role on the IEP team, your child's rights and important acronyms so you feel ready to advocate for your child. Remember, you are an important member of the team! Visit [www.wrightslaw.com](http://www.wrightslaw.com)

**Deep breath, you've got this! Remember, you know your child best!**

Reach out to CODSN for further support!  
541-548-8559  
[info@codsn.org](mailto:info@codsn.org)





# MEETING PLANNER

Goal of this meeting  
Main concerns

What is working?  
What isn't working?

Transition planning

I need more information on:

Notes



# QUESTIONS TO ASK

- How does everyone at the meeting know or work with my child?
- Could you tell me about my child's day so I can understand what it looks like?
- How is what my child is doing in the class is different from what other kids are doing in the class?
- Could we go through the current program and IEP plan step by step?
- How is my child making progress towards their IEP goals?
- What changes in goals would the team recommend?
- Is this a SMART (Specific, Measurable, Attainable, Realistic & Time-based) goal?
- How are the goals measured and how is my child's progress checked?
- What data is being collected and how often is it being reviewed and shared with us as parents?
- Will my child be graded the same way as other students?
- Who will work on that with my child? How? When? Where and how often?
- What training does the staff have in this specific intervention?
- What does that accommodation/instructional intervention look like in the classroom?
- What support will the classroom teacher have in putting these accommodations/interventions into place?
- What can I do at home to support the IEP goals?
- When can I see a copy of the changes made to the IEP from this meeting?
- When will the changes to their IEP plan begin?
- How will we let my child know about any program changes?
- How will we as parents know how everything is going at school?
- What is our plan for clear communication between home and school?
- May I have a copy of the meeting notes?
- If I have questions about our family's Special Education rights, who do we talk to?
- Who do I contact if I want to call another meeting?

## Other questions to ask:



# "ALL ABOUT ME" PAGE TIPS FOR PARENTS

## QUESTIONS TO THINK ABOUT

What do you want for your child's future? Where do you want your child to go? What do you want for your child?

What don't you want for your child?

Use the answers to these questions to build a vision. Include in Hopes & Dreams section of the "All About Me" page.

## TIPS & TOOLS



- Involve your child and help them share their ideas, interests and dreams. Include your child's favorite photos and colors. If this page is theirs and shows who they are, they will have more interest and be more likely to share it. This helps grow self-advocacy & self-determination skills at any age.
- Think about things your child is good at that others can build on. Include things that your child likes and what gets them excited. What are they good at?
- Think about how this page can be used across all parts of your child's community (school, work, faith communities, sports, clubs and after school programs).
- Once you've made this "All About Me" page, your child can use the same information to introduce themselves at the beginning of their IEP meeting. You can: make a poster board, write or type into a template, make a slideshow or record a video.

HAVE YOUR CHILD GIVE A COPY OF THEIR "ALL ABOUT ME" PAGE TO EACH MEMBER OF THE TEAM AT THE BEGINNING OF EVERY IEP MEETING.

# ALL ABOUT ME

NAME, AGE & GRADE

HOPES & DREAMS

*MY PHOTO  
GOES HERE*

MY STRENGTHS, GIFTS & TALENTS

WHAT WORKS: HOW TO SUPPORT ME

INTERESTS AND HOBBIES  
THINGS I LIKE

WHAT DOESN'T WORK

Parent Concerns For: (Child's Name)

Date:

Dear IEP team,

It is our dream that through our child's education program, that (Child's Name) will learn what they need to know to live a full life after school. During their education, we expect that they will gain the skills needed to prepare them to graduate with a high school diploma, be ready for higher education, a job they love, living as independently as possible, and become their strongest advocate.

**Strengths to build on:**

- Strength #1
- Strength #2
- Strength #3
- Strength #4
- Strength #5

**Concerns**

- Concern #1:
- Concern #2:
- Concern #3:
- Concern #4:
- Concern #5:

**Possible Solutions:**

- Solution #1:
- Solution #2:
- Solution #3:
- Solution #4:
- Solution #5:

We want to work together to make sure that (Child's Name)'s has the supports needed to reach their goals. We look forward to working with the IEP team to make sure that (Child's name) has a good education plan.

Working together,





## Parent Concerns Sample

We look forward to working together today to develop Jonathan's IEP. We are hopeful that Jonathan will be a very successful student at his school.

### Strengths:

- Jonathan is a very smart and creative boy. He is active, fun, and engaged in his environment.
- Jonathan likes to be responsible and excels with high expectations.
- Jonathan is a strong reader
- Jonathan loves being around other kids his age and is eager to make friends. He has a strong bond with us, and is very compassionate and loving.

### Concerns:

- We want to see Jonathan restored to a full day of school. We know with the right supports in place, he succeeds.
- Jonathan needs a familiar and flexible routine.
- Some of the supports we feel would be appropriate to help Jonathan be successful and safe are:
  - A **positive behavior support plan**—his current plan increases his anxiety and fear of “failing” and as a result, causes more behaviors.
  - A full-time 1:1 assistant for safety and behavior support. We are open to reevaluating the need for full-time adult support after a few months, but feel strongly that it is needed right now.
  - Access to snacks at all times.
  - Ability to request a break or take a walk as needed, and support in learning how to request these things.
  - Jobs and responsibilities—his behaviors decrease when he feels important and valued
  - Extra time to transition from preferred to non-preferred activities
  - Support in making lunch choices (encouraged to not skip; allowed to change his mind)
  - Praise and encouragement
  - Respect for his personal space and bubble
  - Rewards for good behavior and good work
- We would like to see a daily parent-teacher communication log in place

We understand that we have the right to Prior Written Notice if the District disagrees with these requests.

Thank you,

Dear IEP team,

It is our expectation that through access to a strong education program that Stella will gain the skills necessary for her to lead a full life. Throughout Stella's education, we expect that she will gain the skills necessary to prepare for life after school including: graduating with a high school diploma, pursuing higher education, being employed in a fulfilling job, becoming her own self-advocate and living as independently as possible. We believe that she will most effectively gain those skills by learning in a supportive community.

### Strengths to leverage:

- Stella is adaptable, capable, compliant, pleasant, social, follows directions, hardworking, and caring.
- Stella is adaptable and teachable and if given the opportunity, she will adjust, rise to the occasion, learn and thrive with support and proper accommodations.
- Stella is extremely motivated by typical peer modeling. She is insightful and aware of what is being done around her and picks up on direct and indirect learning. Stella thrives in situations where she is able to spend time with her cousins, friends and peers both in the home setting and in the community.
- She does very well at following instructions and does especially well when she is able to key into peer modeling and has access to a visual schedule/prompts.

### Concerns

1. We are concerned that Stella did not receive an opportunity to be educated alongside her non-disabled peers with support supports before being placed into a more restrictive setting. She is missing out on too much time in her Gen Ed Kindergarten class where she could make progress towards her goals if proper accommodations are in place. We disagree with the current delivery of service minutes as pullout service time in her day.
2. We would like to ensure that the proper supports are put in place for Stella to make meaningful progress towards her goals in her General Education Kindergarten classroom alongside of her non-disabled peers for 80% of her day.
3. We would like the team to identify how support and accommodations will be provided in Stella's Gen Ed class so she has support to access the curriculum and classroom. An assistive technology evaluation has not been done which would provide greater access to her education.

### Possible Solutions:

1. Reduce total weekly Specially Designed Instruction (SDI) pullout time per week. Remove Life Skill goals 1 & 2 from the IEP as those skills her PSW is also working on outside of Stella's school day. We would like her time at school to be dedicated to academic goals. We would like as many SDI minutes as possible to be delivered as push-in supports to her general education class.
2. We suggest adding/increasing push in supports for Stella through the use of: Adult support, visual schedules, the use of audio books, assistive technology etc. to increase Stella's ability to access the Gen. Ed. curriculum and class.
3. We have provided the team with a detailed "All About Me" page with several examples of accommodations that work well for supporting Stella across other settings. We would like this document to be included in the IEP in the Parent Input section along with this letter and have these accommodations be added to her IEP.

Research shows that children with disabilities perform better (as do their peers) when they are educated in inclusive settings. IDEA indicates that children with disabilities are to be included to the maximum extent appropriate: [\(5\)](#) *Least restrictive environment.* -- IDEA

[\(A\)](#) *In general.* -- "To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. "

We are committed to creating a spirit of partnership as we all seek to ensure that Stella's educational needs are met as she works to make progress towards her goals. We look forward to collaborating with the IEP team to plan for a rigorous and robust education plan for Stella.

In partnership,



# IEP TEAM CONTACT LIST

Case Manager: \_\_\_\_\_  
Name: \_\_\_\_\_  
Email: \_\_\_\_\_  
Phone: \_\_\_\_\_

Role: \_\_\_\_\_  
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# COMMUNICATION LOG

Date: \_\_\_\_\_  Email  Phone  In Person  \_\_\_\_\_

Who: \_\_\_\_\_

Notes/Message: \_\_\_\_\_

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Date: \_\_\_\_\_  Email  Phone  In Person  \_\_\_\_\_

Who: \_\_\_\_\_

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# NOTES & FOLLOW-UP

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