

2023-2024 Educational Info Packet for Families of Children with Disabilities

Annual Parent Conference Flyer – October 12, 2023

Parent Advisory Council (PAC) Information

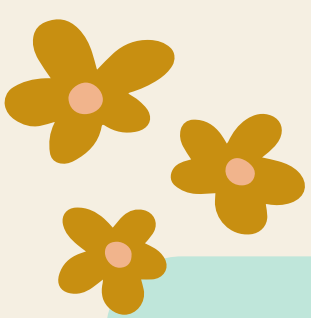
Evaluation Roadmap

IEP Checklist for Parents

Special Education Acronyms Decoded

Social Media Tips

Support Your Child's Mental Health

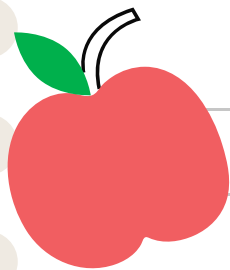


Amy Luttrell is a Family and Community Engagement Consultant at Region 14/Hopewell Center which is located in Highland County.

Amy is not an advocate, but is happy to speak with you about any questions or concerns that you may have concerning the education of your child. You may contact Amy at the Region 14/Hopewell Center.

Call 937-393-1904, ext. 2142 or email: aluttrell@sst14.org.





FREE★ PARENT CONFERENCE



Register with Amy Luttrell,

aluttrell@sst14.org or 937-393-1904 ext. 2142

\$25 Stipend provided to families if registered by
October 7th

Session Topics: Literacy, Functional Behavior
Assessments, and Opportunity to meet and network
with other families



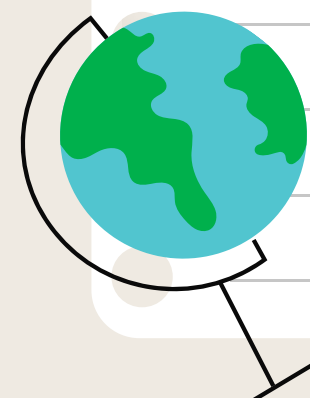
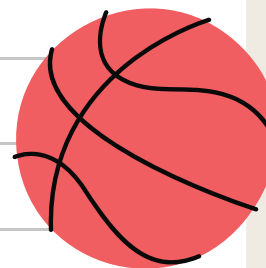
Region 14/Hopewell Center
5350W. New Market Rd.
Hillsboro, OH 45133
10.12.2023
6-9pm

Dinner
Provided



For questions about accessibility
or to request accommodations,
please contact Amy Luttrell.

Two weeks advance notice will allow us
time to provide seamless access.



HELP UNDERSTANDING THE SPECIAL EDUCATION PROCESS

<https://tinyurl.com/2zz9pr7j>



Navigating whether your child may need additional supports or even an Individualized Education Program (IEP) can be difficult. This resource shows the pathway you may take as a parent if you have concerns about your child's learning.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING CHECKLIST FOR PARENTS

Before the meeting

☐ Review the "Meeting Invitation"

- What is the stated purpose of the meeting? If you have questions about why the IEP team is meeting, or concerns about what to expect and how to prepare, contact the IEP case manager or the Intervention specialist (IS).
- Who is invited? If you have questions about who is invited, or think it is important to include others with expertise about your child, contact the IEP case manager or IS.

☐ Gather and review documents that paint a picture of your child's needs and strengths

- School records—current IEP, most recent evaluation report, IEP progress reports, report cards, results of district and state-wide assessments, work samples of assignments, tests, and projects your child has completed this school year, emails from teachers, and behavior reports
- Other records—private assessments, examples of your child's interests and hobbies, records related to your child's involvement with groups and activities in the community

☐ Talk to your child

- Ask what is going well at school and what is not going well, from their perspective
- If your child would like to attend part or all of the IEP team meeting, contact the IEP case manager to discuss how their participation can be appropriately supported

☐ Plan your participation

- Make a list of your priority concerns about current services and supports on the IEP
- Make a list of questions you have about the IEP or information you need about different options for your child's services and supports
- Make a list of the concrete outcomes you want to work toward at your meeting
- Send your concerns, questions, and goals for the meeting to the IEP case manager or IS, and request they be included on the agenda

During the meeting

☐ Set the table for success

- Confirm that all the required IEP team members are present, and everyone expected to attend is at the table.
- Request a district staff person take on the role of notetaker, to document the discussion and agreements reached at your meeting and then send the notes to all participants after the meeting

INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING CHECKLIST FOR PARENTS

☐ **Participate**

- Ask questions. If answers aren't available at the meeting, work with the team and make a plan to get them answered soon after the meeting.
- Think creatively. If the outcome you're working toward isn't possible, keep the team focused on your child's needs until you find an alternative outcome that will have their needs met in an equally effective and appropriate way.

☐ **Verify the next steps before you walk out the door**

- Ask a district staff person to recap the agreements reached by the IEP team and explain what will happen next. Request the notetaker include a summary of the next steps in the meeting notes.
- If you run out of time to talk about everything on the agenda or if more information is needed, request the meeting be continued on another day or ask how the district proposes to address the issues that were not discussed
- If you are unable to resolve your concerns and end the meeting in disagreement with the district, discuss with the team what options you have to resolve the disagreement
- If the district has refused a request you made in the meeting, you can ask the district to provide you with a Prior Written Notice to document their refusal

After the meeting

☐ **Review the meeting notes**

- If you have questions or concerns about anything that is recorded in the notes, communicate with the IEP case manager or IS right away
- Note expected timelines and due dates for the next steps on your calendar or planner

☐ **Follow the next steps in the process**

- Complete any specific action steps you agreed to take following your IEP team meeting, such as visiting and observing a new district program, or consulting with your child's therapist to get their recommendations for new school accommodations
- Contact the IEP case manager or IS right away if the district does not complete any of the next steps in the process for which they are responsible

☐ **Carefully review any paperwork that you receive**

- If you receive any paperwork, such as a Prior Written Notice, check that the agreements you reached with the IEP team are completely and accurately recorded
- Contact the IEP case manager or IS right away with any questions or concerns you have about the documents
- If you have any concerns that your meeting did not achieve the outcomes you expected, contact Amy Luttrell, SST Region 14, at aluttrellsst14.org

Special Education Acronyms Decoded



IEP - Individualized Education Program

This is the program that is written by a team of people who have an educational interest in a child who has been identified as having an educational disability. Each IEP is custom tailored to the individual child and considers his or her strengths and weaknesses. An IEP must be reviewed at least once annually.

ETR - Evaluation Team Report

The ETR is the evaluation process used to determine if a child is to be considered as a child with an educational disability. This process gathers information from a variety of school professionals including the child's parents. The team then determines if the child qualifies to receive special education services. All of the information gathered through the ETR process is then combined and summarized in a report which is reviewed and completed through a team meeting. A reevaluation and review of the resulting ETR is required at least once every three years.

RTI - Response to Intervention

RTI is a set of procedures through which interventions are put in place for struggling students in an effort to proactively "close the gap" before they fall too far behind. The student's response to the interventions provided helps the team of school professionals gather data and make decisions about whether or not more intensive supports are needed for individual students.

MTSS- Multi-Tiered System of Supports

MTSS is a framework that helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs.

PBIS - Positive Behavior Intervention Supports

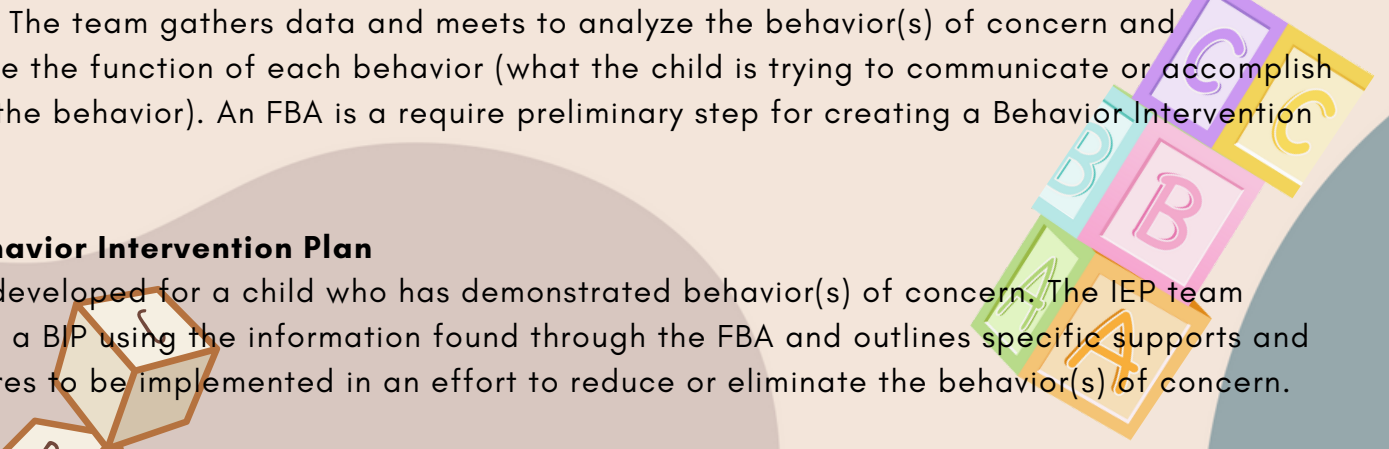
PBIS is a framework for improving student behavior, engagement, and, as a result, achievement through an emphasis on clear and consistent behavior expectations, formal acknowledgement of expected (positive) student behavior, and decisions based on measurable data.

FBA - Functional Behavior Assessment

An FBA is developed by the IEP team if a child with a disability demonstrates behavior(s) of concern. The team gathers data and meets to analyze the behavior(s) of concern and determine the function of each behavior (what the child is trying to communicate or accomplish through the behavior). An FBA is a required preliminary step for creating a Behavior Intervention Plan.

BIP - Behavior Intervention Plan

A BIP is developed for a child who has demonstrated behavior(s) of concern. The IEP team develops a BIP using the information found through the FBA and outlines specific supports and procedures to be implemented in an effort to reduce or eliminate the behavior(s) of concern.





Ohio Statewide

Family Engagement Center

—at The Ohio State University

In Fall 2022, we asked our State Advisory Council Members how families and schools can help protect students from the negative effects of social media, and this is what they said:

Problem

How can we help families understand, monitor, and shield their children/adolescents from the negative impacts of Social Media?

Ideas/Solutions

- **Transparency about expectations:** what you are allowed to do and how it will be monitored.
- **Teach children to use social media for good:** to be kind and encouraging. Give the positive aspects of social media: connecting with others.
- **Encourage other activities as a family:** Be a good role model. Do outdoor activities or play games together.
- **Take phone & computer at a certain time of night and store it in a room away from where the child sleeps.** Remember: screen time affects sleep.
- **Talk to child about how what you put out there is something that can be seen by the world.**
- **Friend your kid's friends:** have a village that helps monitor.
- **Review online activities.** Schools can help parents know they have a duty to monitor activities online. Don't need to overly respect privacy.
- **Teach kids to audit how they feel after using social media.** Teach them to curate their experience so that it is a positive one. (de-friend, unfollow negative influences or things that add unnecessary stress to their life)
- **Open communication with your child to help make them aware of what's out there.** Discuss what they are seeing/reading on social media. Help them process and be savvy. About who they connect with, believe, and share with.
- **Talk as a family (and watch a documentary) about how social media can be addictive and unhealthy.** Make them aware of the risks, especially about accepting friend invites from people they do not know.
- **Help build trust so that they will be open with you.**
- **Possible next steps for a family**
- **Talk together with kids to create limits and your family's "way."**
- **Consider limiting tech use late at night, and talk about it with your kids.**
- **Educate your children about potential dangers and establish trust so they can come to you when/if something concerning happens.**
- **Keep conversations age-appropriate, and expectations as consistent as possible between different adult caregivers in the family.**



Ohio Statewide

Family Engagement Center

—at The Ohio State University

- **Build confidence and a strong sense of identity so that negative social media can be handled well.**
- **Possible next steps for a school**
- **Create information sessions for families about the use of technology (in particular for multilingual families, who might have less awareness/access to good information about it)**
- **Send home information about common apps and gaming platforms being used by students and how to find more information**
- **Invite speakers (prosecutor's office) to talk to families about situations families should know.**

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5 EASY WAYS TO Support Your Child's Mental Health

1 Help your child know they belong in the school community.

- Talk about school often at home! Ask about schoolwork, other kids in class, and about their teacher. Celebrate what they are learning.
- Support your child's participation in extracurricular activities (like sports or afterschool programs). Talk with them about what they want to try.

Can you believe all of these new things you are learning?

2 Support your child's relationship with their teacher.

- Ask your child which teachers or other adults at school they know.
- Make sure the teacher or school counselor knows if your child feels lonely or unwelcome at school.

Who is the adult at school that is most special to you?

3 Experience family and school routines and traditions together.

- Use household routines that promote structure, responsibility, and fun (Example: Singing a silly song while you take out the trash together).
- Celebrate school traditions with your child (Example: Attending school concerts).

Let's make this a fun, family tradition.

4 Support behaviors that build success and well-being.

- Talk about healthy sleeping habits, like setting a regular bedtime.
- Encourage activities that build focus and self-control, such as playing board games and following a daily schedule.

Let's set ourselves up for a good day.

5 Continue to build good relationships at home.

- Have fun together as a family by playing games, making food together, having a family movie night, etc.
- Have simple, daily conversations with your child about school, friends, and more.

How are you feeling about _____?