# Special Services

Parent Training

Purpose and Norms

- Inform Parents/Guardians of the ARD process
- Inform Parents/Guardians of our staff expectations
- Provide resources to help at home and prepare for ARD's
- If you have questions specific to your child we are more than happy to schedule a time privately, we do not want to violate any confidential information.

Goals

- A positive, supportive, and professional culture;
- Collaboration among GISD staff, parents, students, and community; and
- A full continuum of exemplary programs and services.
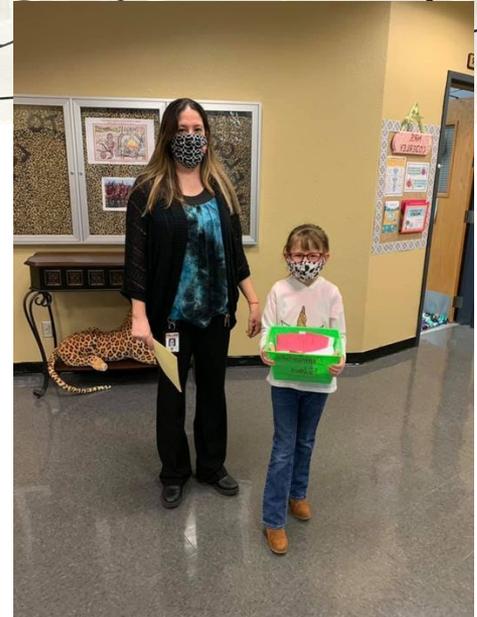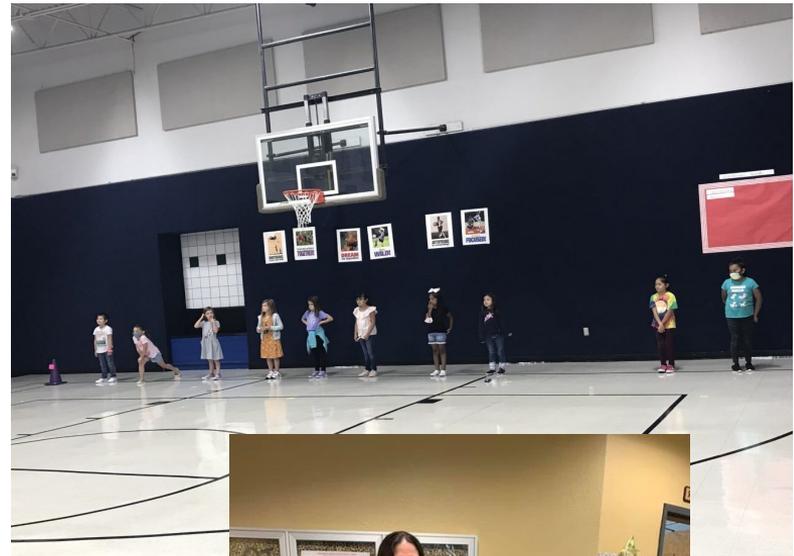
Parking Lot

- Keep track of ideas/questions
- You may add a comment/ question here at any time and we'll come back to it (either at the end of the meeting, through FAQs or at the next meeting).

Introductions

Diagnosticians

Speech

Transition

OT

Dyslexia

TABLE DISCUSSION

(3-5 min.)

What are you most looking forward to/hoping to gain from this process?

What is your desired outcome?

What to Expect from our Staff

https://docs.google.com/document/d/1LqV_VmxK14cEq35U1ikxsbzONAbGv_GJ/edit

What to Expect in an ARD

A invite will be sent for each ARD committee meeting for your child and we make efforts to ensure one or both parents' participation. Written notice of the meeting must be given to you at least five school days before the meeting, unless you agree to a shorter time frame. The written notice must include the purpose, time, location of the meeting, and a list of who will be attending the meeting. If you are unable to speak English, the school must provide the notice in your native language.

In developing the IEP, there are several things the ARD committee must consider, including:
• The strengths of your child;
• Your concerns for enhancing the education of your child;
• The results of the most recent evaluation of your child;and
• The academic, developmental, and functional needs of your child.
In addition, the ARD committee will address special factors for some children, as follows:
• Consider the use of positive behavioral interventions and supports and other strategies to address that behavior when a child's behavior impedes learning;
• Consider the language needs of the child as those needs relate to the child's IEP when the child qualifies as a child with limited English proficiency; provide for instruction in braille and the use of braille, unless the committee determines that instruction in braille or the use of braille is not appropriate for the child when the child is blind or visually impaired;
• Consider the communication needs of the child, and for the child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
• Consider whether the child needs assistive technology devices and services.

Membership

● Parent/Guardian/Adult Student*

● Campus Administrator

● Assessment (Diagnostician/LSSP/SLP)

● General Education Teacher of the Student

● Special Education Teacher or Service Provider of the Student

● Additional Members that May Be Required:

    ○ CTE Representative – when CTE is being discussed or considered

    ○ Student – when transition is being discussed

    ○ Translator – when a parent speaks a language other than English as primary language unless the parent declines.

    ○ Auditory Impairment/Deaf and Hard of Hearing Teacher – when the student has an auditory impairment

    ○ Teacher of the Visually Impaired – when the student has a visual impairment

    ○ LPAC Representative – for any student identified as Limited English Proficient

Major Components of an IEP

- Your child's present levels of academic achievement and functional performance (PLAAFP);
- Annual goals
- A description of the special education, related services, and supplementary aids and services that will be provided
- Information regarding how your child will participate in state and districtwide assessments
- Transition services, when age-appropriate
- Other areas that must be addressed for children with certain disabilities, needs, or circumstances

Planning

Progress Reports

Reports are sent home at the end of each six weeks, along with the report cards.

The purpose of the reports is to give feedback on progress towards the student goals within the IEP.

Individualized Education Program (IEP) Meeting Checklist for Parents

For best results, use this checklist with PACER's IEP Team Meeting Planner.

Before the meeting

Before your child's annual IEP meeting, you may want to ask yourself the following questions. If you do not have the information you need, you can ask your child's IEP case manager before the meeting.

☐ **Review the 'Notice of Meeting'**

- 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.
- 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.

☐ **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, and request they be included on the agenda

Table Discussion

3-5 Minutes

Discuss how these handouts could help you as a parent in the ARD process.

Discuss Strengths and Weaknesses of our Department or experiences.

Strengths What do you perceive as our strengths? What do we do well?	Weaknesses What do you perceive as our weaknesses? What can we improve?

Contingency Plan for Virtual Instruction

- These are plans in place for a virtual environment.
- Our goal is to ensure that goals can be covered in a virtual environment or through handouts.
- As students move from face-to-face to virtual these plans will go in place. When students return the normal IEP will be followed.
- These are temporary.

Table Discussion

3 Minutes

How can the Special Education Department support during at home learning?

Helpful Links for Home

https://drive.google.com/file/d/1R_vFYIF16z_L1t11eMPylctbRI-hLOKz/view?usp=sharing

https://drive.google.com/file/d/0ByBPxMhqfVxHNDRET2ZRZENHSzg/view

https://www.freechildrenstories.com/ – Books for Read alouds

Daily Schedule Examples

https://consciousdiscipline.com/free-resources/shuberts-home/

https://drive.google.com/file/d/15xdFYwHBvNd_RIW-qS9OZ4ACvoPTrt2V/view?usp=sharing

Reading Strategies

Before Reading
- Teach students how to activate their background knowledge in connection with the topic to be read. Students better understand, think about, and retain new information when they are familiar with or taught background knowledge of a topic before reading. Activate prior knowledge by previewing text before reading:,
    1. Activate prior knowledge, such as previewing headings or key concepts, or making a prediction.
    2. Prepare and guide previewing activities to support and focus the connections students make.
    3. Use graphic organizers to introduce important information, to solicit prior knowledge from students, and to make predictions.
    4. Avoid soliciting guesses from students without guidance or feedback.
    5. Keep it short. Previewing should not take longer than 5 minutes.
    6. Revisit after reading to assist in reviewing, confirming or refuting predictions, summarizing, and making connections.
- Explicitly teach key specialized vocabulary related to the topic.
- Help students link new and prior knowledge and activate students' interest and curiosity for the topic, promoting motivation and engagement.

During Reading
- Explicitly teach students to ask and answer questions about text.

    1. Teach students to ask and answer specific types of questions, such as questions whose answers are explicitly stated in the text and those that require students to make inferences based on what they have read (e.g., Question–Answer Relationship).
    2. Provide students with strategies to evaluate questions. For example, it is important to know if the answer will be found in the text or if it should be inferred.
- Use graphic organizers which are visual representations that help students identify, organize, and remember important ideas from what they read. Adapt graphic organizers to text type (e.g., Venn diagram for compare/contrast informational text; story grammar map for literary text).

https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/graphic-organizers-for-kids-with-learning-and-thinking-differences

Questions???