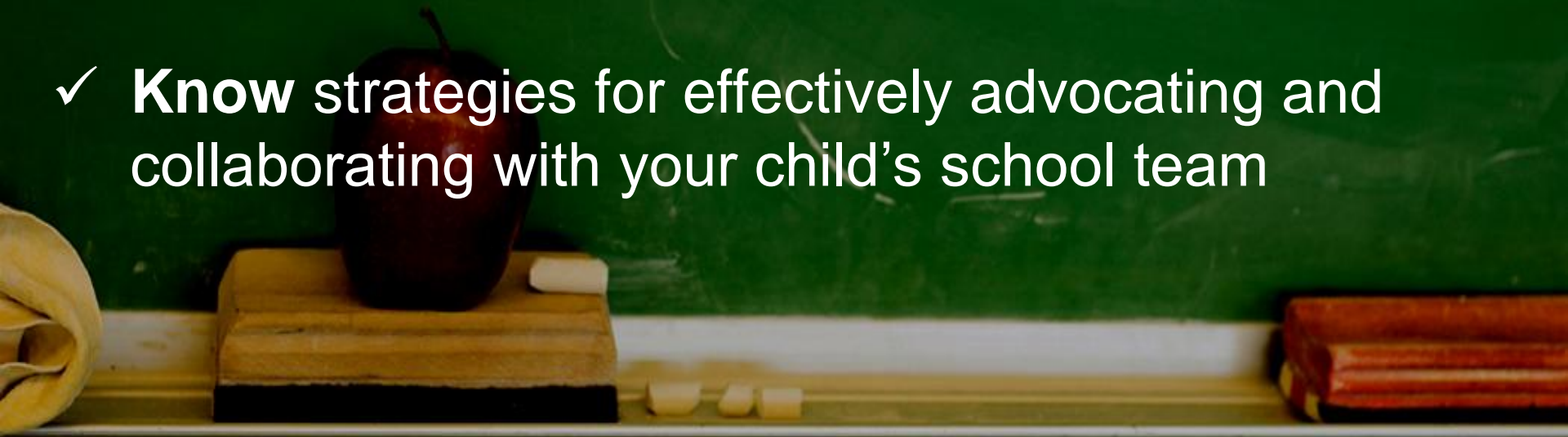


**Session 2:
Empowering you to
advocate effectively for
your child**

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What to know in order to effectively advocate for your child's education

- ✓ **Know** the different ways your child can be supported if there are academic or behavior concerns.
- ✓ **Know** who can be a member of your child's IEP team
- ✓ **Know** strategies for effectively advocating and collaborating with your child's school team



What is an Intervention Plan or 504 Plan?

Intervention Plan

Interventions provide a way to get immediate supports to your child that are targeted to your child's needs within the general education classroom and curricula.

An intervention plan is **description of evidence-based strategies and/or supports based on the results of classroom assessments to address specific academic or behavior concerns**. Students supported by intervention plans progress is monitored closely and needed changes are made to the plan when necessary.

504 Plan

Title V of the Rehabilitation Act (also referred to as Section 504) prohibits the exclusion of any individual, solely because of a disability, from participating in or benefiting from any program or activity receiving federal financial assistance including public schools.

504 Plans **describe reasonable accommodations** for students with disabilities so that they can participate in the same educational programs provided to other students.

What is an IEP or ISP?

ISP

A **nonpublic school student with a disability receives special education and related services from the public school in accordance with a service plan.** A service plan is similar to an IEP, but does not contain all of the components of an IEP. The full array of services available that are a part of a Free and Appropriate Public Education (FAPE) under an IEP are not required to be made available as a part of a service plan.

IEP

The **written plan that describes how the student will participate in the general education curriculum (if appropriate) and identifies the special education and related services that the school will provide** to the student. Once the IEP is developed, the CCC must review the IEP at least one time each year and make changes to the IEP as needed.

Who am I? - Activity

Whose included as a member of a student's IEP Team?

- Listen to the description of the team member
- Confer with the person sitting next to you about which member of the IEP is represented by the description
- Hold up the card with the appropriate team member

School Psychologist



SLP



OT/PT



Gen Ed. Teacher



Special Education Tchr



Social Worker/Counselors



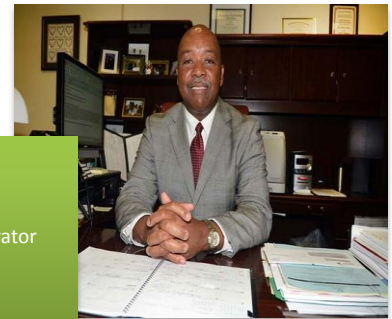
Parent



Student



Administrator



Tips for successfully advocating and collaborating with your child's school team

Know the rules.

Get to know the people who make decisions about your child's education.

Keep records.

Gather information.

Listen carefully and communicate effectively.

Know your child's strengths and interests and share them with educators.

Emphasize solutions.

Focus on the big picture.

Involve your child in decision making as early as you can.

Wrap up



Take Aways



Questions



Action I will
take
immediately

