A Parent’s Role in the IEP Process
How you can be involved in creating your child’s Individual Education Program

Parents can be invaluable in the development of their child’s education. Decisions about how to approach learning challenges and what type of environment is beneficial for each child impact the student experience in far reaching ways.

If a child is enrolled in special education, the need to develop an effective Individual Education Program (IEP) can make the parent’s role more complex. Many parents have questions about what they can bring to the table, and what their rights are in the process of developing an IEP.

Even parents with a professional background in special education have noted the significance of their role and the importance of the decisions that they make can be overwhelming. They may wonder:

“Am I making the right decisions? Am I preserving a good relationship with the individuals who are going to be working directly with my child every day? One parent described the experience as “walking the fine line between diplomacy and fighting for what you think is right.”

The following is an outline of the responsibilities parents of children in special education can expect.

Learn basic terminology used in special education
Resources are available to help parents learn what they need to know.

— continued on page 3
Staff Spotlight

Chris Tiffany, Director of Family Support & Education

Before Chris learned of his son’s diagnosis, he already had several years of teaching experience in special education and developing Individual Education Programs (IEP) for students.

Jeremy was diagnosed with autism when he was two years old. “It changed my view on everything, but especially on special education. Suddenly I became the parent on the other side of the IEP table,” explained Chris.

Chris feels fortunate that his background helped make him aware of the importance of starting therapies for Jeremy as early as possible. Having the knowledge that services are available through the Arizona Early Intervention Program (AzEIP) and the Division of Developmental Disabilities (DDD) helped Chris and his wife, Paulina, tackle the complexities of finding and applying for appropriate services before Jeremy entered school.

Chris turned his understanding of the parent perspective into a valuable tool to help other families. As a member of the Family Support team, he found a way to help parents learn what they need to know about special education in order to advocate effectively for their own children. “My position at Raising Special Kids gave me an opportunity to impart to other families the information, training and skills they need to navigate these complex issues,” he said.

Having spent some time in Mexico, Chris is bilingual, and his Spanish abilities are helpful in assisting families from diverse backgrounds.

Chris plays a key role in leading Arizona’s Parent Training and Information Project and thinks he has found the perfect place. “This is where I want to be,” he said.
know to be an effective advocate for their child throughout the process of developing an IEP. Parent Training and Information Centers exist in each state to assist parents with special education issues (Raising Special Kids is Arizona’s PTI).

Every parent should be given a Procedural Safeguards Notice at each IEP meeting—read it thoroughly. Books, publications and online resources for special education abound (see box on pg. 4); be sure to use authoritative sources of information.

What is an Individual Education Program?

An Individual Education Programs (IEP) is a legal contract that includes the services, accommodations and modifications the school will provide for a specific student in special education during the course of one year. An IEP is mandated by federal law known as the Individuals with Disabilities Education Act (IDEA) for every child who has been determined eligible to receive special education services in a public school. The IEP process is the series of steps the team should follow to develop the IEP and, when needed, to modify it. The process should take place at least once every year while the student is enrolled in a public school.

Learn your rights

Parents are an equal partner on the IEP team and must be invited to each IEP meeting. You can call an IEP meeting any time during the school year if you feel the program is not working or something needs to be changed. Some things that will help protect your rights are:

- Submit any formal requests in writing such as to have your child evaluated, receive copies of evaluation results, or call an IEP meeting.
- Become familiar with The Individuals with Disabilities Education Act (IDEA idea.ed.gov) and the Americans with Disabilities Act (ADA http://www2.ed.gov/policy/rights/guid/ocr/disabilityoverview.html).
- If English is not your first language, you have a right to an interpreter at IEP meetings.

"I prefer to have no surprises at the meeting, so I ask for a draft of the IEP ahead of time, and I ask questions through email. I’ve done that for six years. Works great!"

— A veteran parent of IEP meetings

Participate

Sometimes parents fear that school staff may view them as too demanding, but many teachers have been more frustrated by a lack of parent participation in the IEP process than by high expectations from parents. You know your child and can share insight that others would not have such as historical information and a broad illustration of your child in environments outside of school. Steps for active participation include:

- Ask questions, and be sure answers are clear to you (pursue clarification if needed).
- Keep records of pertinent services, progress achieved, and communication with the school.
- Facilitate communication between school staff and pertinent services your child is receiving from providers outside of school.
- Prepare for IEP meetings: review the previous IEP, request and review a draft of the school’s proposed IEP, gather reports from school and other providers and review any evaluation results, find out your child’s feelings about school, friends, personal goals or desires.
- Follow through with actions you have agreed to take (e.g., checking homework, sending progress notes to teachers). Sign and return documents in a timely manner.

Monitor how the IEP is being followed

In order for an IEP to be effective, the services and accommodations must be put into practice. Parents must be vigilant to ensure the school is implementing the IEP. Some practical ways to monitor whether your child is receiving the services in the IEP are:

- Talk to your child to the extent possible about what is happening at school.
- Make sure you receive regular progress reports on IEP goals (at least as often as academic report cards).
- Review your child’s work to monitor progress on IEP goals.
- Maintain periodic communication with teachers and therapists to get their feedback.
- Make yourself available to school staff for questions or discussion.

— continued on page 4
Consider occasional scheduled visits to your child’s classroom for observation (district policies on this vary). Volunteering in your child’s classroom may be an option.

Alert the team if you have concerns or see a lack of progress.

What if you disagree?

Occasionally parents and schools are not able to reach agreement on which services are appropriate. Parents should record points with which they disagree in the document called a Prior Written Notice. If the parents and the school cannot agree on the terms of the IEP, there are procedures in place to seek a resolution. Until a resolution is arrived at, the school has the right to implement the program they propose. Dispute Resolution options include volunteering to meet with an independent facilitator, mediation, or filing a complaint and due process.

Parents are the constant within a child’s life. They are the only members of an IEP team who will be there year after year. The purpose of an IEP is to help a child’s learning improve. In order to participate meaningfully and effectively in the IEP process, the focus should be kept on the child, and decisions should be made with the child’s best interest in mind.

Christopher Tiffany, Director of Family Support and Education at Raising Special Kids, noted, “Parents are not expected to be authorities on teaching, educational strategies, or on everything that relates to how their child is educated in school. If they have a general understanding of how special education and related services work, they can participate appropriately by asking questions and providing input in order to develop a comprehensive and functional IEP. Parents should also learn enough about their rights to understand how to appropriately disagree with professionals and how to pursue informal and formal dispute resolution options.”

For more information, contact Raising Special Kids for one to one consultation or learn more in workshops about special education listed on pages 6 and 7. 602-242-4366, toll free 800-237-3007, or info@raisingspecialkids.org

Developing an IEP should include three phases in order:

1) Review evaluation results and discussion of the student’s present levels of performance.

2) Development of instructional goals (IEP goals should be measurable and realistic).

3) Based on the goals, determine the most appropriate services and placement.

Resources Online

- Arizona Dept. of Education Exceptional Student Services www.azed.gov/special-education
- NICHCY (National Dissemination Center for Children with Disabilities) www.nichcy.org
- PACER CENTER www.pacer.org
- Families and Advocates Partnership for Education www.fape.org
- Arizona Center for Disability Law www.acdl.com
- CADRE (Consortium for Appropriate Dispute Resolution in Special Education) www.directionservice.org/cadre
- National Center on Secondary Education and Transition www.ncset.org
Arizona led the nation in cuts to K-12 education over the past four years, eliminating $1 billion in funding. Our children are on the front lines of sacrificing access to services vital to their development and the future of our community.

Arizona needs a stable source of funding to support education—one that cannot be diverted by special interest groups in legislature.

The Quality Education and Jobs Act, called Proposition 204, renews the one-cent sales tax set to expire in 2013, and provides a long-term, dedicated, stable revenue source for education in Arizona.

**Proposition 204 will**

- Prevent legislators from cutting K-12 funding
- Ensure that universities and community colleges remain affordable through scholarships
- Invest in vocational education to allow students to graduate ready to work
- Create jobs by funding road, rail, transit and other transportation projects
- Protect public safety by ensuring continued funding for DPS officers

Please vote. And please, vote for education.

For more information on Proposition 204, visit www.qualityeducationandjobs.com

www.raisingspecialkids.org
Raising Special Kids Calendar

Register through our online calendar or call 602-242-4366 or 800-237-3007.
Our office location is a fragrance-free environment, please avoid wearing fragrances.
Disability Empowerment Center, 5025 E. Washington St., #204, Phoenix, AZ 85034

IFSP Basics
For parents of children birth to 3. Learn the basics of the process for developing an Individualized Family Service Plan.
Thu. 10/4/12, 10:00 – 12:00 noon
Wed. 11/28/12, 12:30 – 2:30 pm

Turning 3, What's Next?
AzEIP to Preschool Transition
Learn how to transition your child from AzEIP services to preschool services provided by the school district.
Thu. 10/4/12, 1:00 – 3:00 pm
Wed. 11/28/12, 3:00 – 5:00 pm

Positive Behavior Support
Training on effective techniques for behavior management.
Thu. 10/11/12, 3:00 – 5:00 pm
Thu. 11/8/12, 6:00 – 8:00 pm
Mon. 12/10/12, 10:00 – 12:00 noon

Understanding 504
Learn about the rules and regulations of a 504 Plan and how it differs from the IEP (IDEA).
Tues. 12/4/12, 6:00 – 8:00 pm

Parent/Professional Collaboration
Techniques for effective advocacy. What to ask, how to ask for it.
Thu. 10/25/12, 11:00 – 1:00 pm

IEP Basics
Learn about the purpose of IEPs, parents’ role in the process, and how to prepare for meetings.
Thu. 10/25/12, 2:00 – 4:00 pm
Thu. 11/15/12, 6:00 – 8:00 pm
Thu. 12/6/12, 1:00 – 3:00 pm

Advanced IEP Training
Receive an in-depth view of the IEP and strategies to help maximize the potential of each student. (Recommended: First attend IEP Basics.)
Sat. 10/27/12, 12:00 – 2:00 pm
Mon. 12/10/12, 1:00 – 3:00 pm

The Journey to Adulthood
Provide parents with information about physical, emotional and social changes that adolescence and puberty bring to every child.
Thu. 11/8/12, 3:00 – 5:00 pm

Getting and Keeping the First Job
Assist young adults and parents with identifying the importance of employment for youth with disabilities and special needs.
Sat. 11/10/12, 1:00 – 3:00 pm

High School Transition
Learn how the transition plan in a student’s IEP in high school can prepare for higher education, employment, and life in the community. Resources discussed.
Tues. 10/9/12, 4:00 – 6:00 pm
Wed. 12/5/12, 10:00 – 12:00 noon

Bully-Free Environments
Learn how to recognize bullying, respond effectively, and build positive solutions.
Thu. 10/11/12, 5:30 – 7:30 pm
Thi. 12/6/12, 10:00 – 12:00 noon

Guardianship
Turning 18, What’s Next?
Making the decision; understanding the process. Learn what guardianship involves before your teen turns 18. You will also learn about alternatives to guardianship.
Tue. 10/9/12, 1:00 – 3:00 pm
Sat. 11/10/12, 10:00 – 12:00 noon
Thu. 12/13/12, 6:00 – 8:00 pm

Resilient Relationships
Create and maintain a healthy couples relationship through the journey of raising a child with special needs.
Sat. 10/27/12, 9:30 – 11:30 am

Transition from Preschool to Kindergarten
Learn eligibility differences and strategies for an effective transition into school age services.
Wed. 12/5/12, 1:00 – 3:00 pm

IEP 1-to-1 Consultation
Bring your child's IEP for review, as well as your questions and concerns.
Call for an appointment: 602-242-4366 or 800-237-3007

Attendance at all workshops is at NO COST.
### CALENDARIO EN ESPAÑOL

Por favor llamar al 602-242-4366 o 800-237-3007 para confirmar su asistencia a los talleres. 
Disability Empowerment Center, 5025 E. Washington St., #204, Phoenix, AZ 85034. 
Somos una oficina libre de fragancias.

<table>
<thead>
<tr>
<th>Taller</th>
<th>Fecha</th>
<th>Horario</th>
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<tbody>
<tr>
<td><strong>El Comportamiento Positivo</strong></td>
<td>Viernes 10/12/12</td>
<td>11:00 – 12:30 pm</td>
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<tr>
<td><strong>Conceptos Basicos del IEP</strong></td>
<td>Viernes 10/12/12</td>
<td>12:00 noon -1:30 p.m.</td>
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<td><strong>Conceptos Basicos del IFSP</strong></td>
<td>Lunes 11/5/12</td>
<td>9:30 – 11:00 am</td>
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<tr>
<td><strong>Es su Hijo Blanco de Burlas?</strong></td>
<td>Lunes 11/12/12</td>
<td>2:00 – 4:00 pm</td>
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<tr>
<td><strong>Transición de Escuela Secundaria (High School)</strong></td>
<td>Viernes 12/7/12</td>
<td>11:30 – 1:00 pm</td>
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<td><strong>Al cumplir los 18 años, que sigue?</strong></td>
<td>Lunes 11/12/12</td>
<td>11:00 – 1:00 pm</td>
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<tr>
<td><strong>Entrenamiento Para Padres Líderes</strong></td>
<td>Lunes 11/12/12</td>
<td>9:30 – 11:00 am</td>
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<td><strong>Transición de Intervención Temprana: AzEIP al Preescolar</strong></td>
<td>Lunes 12/7/12</td>
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<td><strong>Almuerzo y Comida Incluidos</strong></td>
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<td><strong>Certificados de Asistencia serán proporcionados.</strong></td>
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**Raising Special Kids Workshops in Yuma**
**Saturday, October 27, 2012**

**In partnership with Yuma Regional Medical Center**

Corporate Center, 399 W 32nd Street Yuma, AZ 85364

Spanish Interpretation will be available

**Positive Behavior Support**
8:30 am - 11:15 am
How to increase positive behaviors and decrease negative behaviors

**IFSP Basics**
12:00 noon - 1:30 pm
For parents of Children Birth to 3
Learn the basics of developing an Individualized Family Service Plan

**AzEIP to Preschool Transition**
1:45 pm - 3:30 pm
How you and your child can prepare to transition to preschool

Lunch provided. No child care.

Space is limited, please register by contacting Raising Special Kids at 800-237-3007 or online at www.raisingspecialkids.org.

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Por favor llámenos para confirmar su asistencia a los talleres.

El Comportamiento Positivo
El vínculo entre las familias las intervenciones y el apoyo conductual positivo es muy importante.

Viernes 10/12/12, 11:00 – 12:30 pm
Viernes 12/7/12, 9:00 – 11:00 am

Conceptos Basicos del IEP
Aprender acerca del propósito del IEP a través de una visión general del documento y reunión.

Viernes 10/19/12, 11:00 – 1:00 pm

Conceptos Basicos del IFSP
Para padres de niños de 0 a 3 años de edad. Aprenda los pasos básicos del proceso para desarrollar un plan familiar de servicios individualizado.

Viernes 10/12/12, 1:00 – 3:00 pm

Es su Hijo Blanco de Burlas?
Estrategias de Intervención para Padres de Niños con Discapacidades. *Una forma de abuso en la escuela a través de la intimidación, tiranía y aislamiento.

Lunes 11/12/12, 2:00 – 4:00 pm

Transición de Escuela Secundaria (High School)
Aprenda como el plan de transición en el IEP de su estudiante de Escuela Secundaria (High School) puede prepararlo para una educación superior, empleo, vida en la comunidad y recursos disponibles.

Viernes 12/7/12, 11:30 – 1:00 pm

Al cumplir los 18 años, que sigue?
Tutela: Tomando la Decisión y Entendiendo el Proceso Aprenda lo que la Tutela implica y sus alternativas antes de que su adolescente cumpla los 18 años de edad.

Lunes 11/12/12, 11:00 – 1:00 pm

Entrenamiento Para Padres Líderes
Acompañemos a un entrenamiento para voluntarios y así desarrollar su liderazgo ayudando a otras familias a aceptar y sobrellevar el diagnóstico de un hijo (a) con necesidades especiales de salud.

Viernes 10/19/12, 9:30 – 11:00 am
Lunes 11/5/12, 9:30 – 11:00 am

Para descripciones de talleres y más información, llame a nuestra oficina al 602-242-4366 o al 800-237-3007 o vea el Calendario en español en nuestra pagina web: www.raisingspecialkids.org

Por favor llámenos para confirmar su asistencia a los talleres.

Tres Talleres En Yuma
En colaboración con el Departamento de Educación de Arizona y Red de Información de Padres Presentado Conjuntamente con Yuma Regional Medical Center Octubre 27, 2012
YRMC Corporate Center, 399 W. 32 St., Yuma, AZ 85364

- Apoyos para Comportamientos Positivos 8:30-11:15 a.m.
- Básicos del IFSP (Para Padres de Niños 0-3) 12:00 noon -1:30 p.m.
- Transición de Intervención Temprana: AzEIP al Preescolar 1:45 – 3:30 p.m.

Almuerzo y Comida Incluidos
Certificados de Asistencia serán proporcionados. Registración es requerida para cada taller.
Sometimes professionals can pinpoint a particular event or person that helped them find their passion. Jessica, a Valley pediatric physical therapist, shared a story about a patient who spurred a realization that changed her life.

He was a high energy, smiley, and spunky little boy of about eight with gross motor skills delayed due to cerebral palsy. We worked hard, and he progressed from full dependence on a walker, to walking 100% independently. This little boy was so determined, he was so driven, he was so proud.

Eventually his mother mentioned that his doctors planned to do surgery to fix a problem with his foot turning in when he walked. This was the first time I heard surgery discussed for him, and I was surprised. His mother said she had never thought of asking the doctor questions about the need for this procedure. She assumed this was ‘routine’ and the doctor knew best.

We sat down together and reviewed the ins and outs of the surgery, the prognosis for her son’s recovery, case studies of other children who had undergone a similar surgery, and evidence-based research. I was able to accompany the family to a doctor appointment, where I brainstormed with the doctor while examining x-rays. We asked questions: Have his hips changed position? Is the surgery necessary at this time? Are there other conservative options we can try before surgery?

During our discussions with the doctor, my patient happened to walk down the hallway, pick up a pen someone had dropped, turned around, and walked back. Witnessing this, the doctor was astounded at how well he maintained his balance and controlled his body. After further discussion, we all agreed to postpone the surgery.

My patient (for 12 years now) continues to walk independently without surgery. I believe it is critical to educate families on the importance of advocating for their child. I encourage them to ask questions, learn all they can and call upon their expertise on their child. Parents know their child best and should not be intimidated by lab coats or titles.

After this experience, Jessica started Project C.H.A.D (Creating Hopes and Dreams), a physical therapy consulting service to supply families with facts and unbiased information regarding health care. Project C.H.A.D provides families with resources such as current evidence-based research, case studies, and networking to guide families in an educated, team-based approach to medical decisions.

Jessica can be reached at project.hopes.dreams@gmail.com.

Community First Choice Option

Community First Choice (CFC) is an option available under the Affordable Care Act that allows participating states to draw down additional federal funds. Regulations for CFC were finalized in May, and Arizona is implementing the plan effective January 1, 2013.

CFC requirements state an individual’s representative may not also be a paid caregiver for that individual. A representative is a parent, family member, guardian, advocate, or other person authorized by the individual to serve as a representative in connection with the provision of services and supports through Arizona Long Term Care System (ALTCS).

Families who currently have a parent or guardian as a paid caregiver for their child over 18 years old may have to change their arrangements. If two parents or guardians are available, one could fill the role of paid caregiver and the other could be the designated representative. In other cases, such as a single parent who currently fills both roles, another caregiver may be chosen or the role of representative must be assigned to another person.

If you have questions about the Community First Choice Option, please call The Division of Developmental Disabilities at 1-866-229-5553 or refer to online updates at http://bit.ly/SEMEEx or http://bit.ly/QISjrA.

AHCCCS will also hold an Informational Session on October 29, 2012 from 2:00 pm - 4:00 pm at the Disability Empowerment Center located at 5025 East Washington Street, Phoenix, Arizona 85034.
Private/Public Partnership
Raising Special Kids and Arizona Department of Education

More help for families of children receiving special education services is coming to Southern Arizona. The development of a new partnership will increase access to critical information and training for parents in Tucson, Yuma, and southern areas of the state.

Arizona’s Parent Training and Information Center (PTI), Raising Special Kids, is joining forces with the Arizona Department of Education’s Exceptional Student Services Division to expand services for families. During the 2012-13 school year Raising Special Kids and the Parent Information Network Specialists, known as PINS, will support parents and schools with technical assistance, training, and consultation for improving the academic and functional outcomes of students with disabilities.

For families whose children need special education services this is a welcome development. Julie, a parent, reflected on her struggle to find the right educational environment for her daughter who is deaf. “I learned a lot,” she said. “We didn’t know what we didn’t know. When we were talking with the school they were using a lot of terminology we didn’t understand. Raising Special Kids explained the system and defined terms for us. When they did that, so many other things became clearer to us about the process, and we were better able to represent our child’s needs to the school.”

“Our goal is to ensure that parents understand their rights and responsibilities in special education, and have the skills to successfully advocate for their children. Learning how to work effectively with schools and educators is a critical focus of this partnership,” explained Joyce Millard Hoie, Executive Director.

Eligibility Categories
Did you know to be eligible to receive special education services in a public school a child must be qualified under one of the following categories?

<table>
<thead>
<tr>
<th>Autism</th>
<th>Orthopedic Impairment</th>
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<tr>
<td>Developmental Delay</td>
<td>Other Health Impairments</td>
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<td>Emotional Disability</td>
<td>Preschool Severe Delay</td>
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<td>Hearing Impairment</td>
<td>Severe Intellectual Disability</td>
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<td>Mild Intellectual Disability</td>
<td>Specific Learning Disability</td>
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<tr>
<td>Moderate Intellectual Disability</td>
<td>Speech/Language Impairment</td>
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<tr>
<td>Multiple Disabilities</td>
<td>Traumatic Brain Injury</td>
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<td>Multiple Disabilities with Severe Sensory Impairment</td>
<td>Visual Impairment</td>
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Manifestation Determination
What is it, when does it apply?

My child in special education has been suspended for over 10 days because of something he did at school. What can I do?

Suspension of over 10 school days constitutes a “change of placement” under the Individuals with Disabilities Education Act (IDEA). When a school proposes to change a student’s placement due to behavior or an infraction of a code of conduct, a Manifestation Determination Review must be held to determine whether the behavior is linked to the student’s disability.

The review meeting should be attended by members of the child’s Individual Education Program (IEP) team. If the behavior is determined to be due to the disability, the team should decide:

- whether the IEP was being implemented
- if a new IEP should be developed
- if an alternate placement may be appropriate for the student.
La función de los padres en el Proceso del Plan Educacional Individualizado (IEP)

¿De qué manera pueden involucrarse en el Plan Educacional Individualizado de sus hijos?

Los padres tienen un inmenso valor en el desarrollo de la educación de sus hijos. Las decisiones de cómo abordar los retos de aprendizaje y qué entorno es el más beneficioso para cada niño, impacta la experiencia del estudiante de maneras trascendentales.

Si un niño recibe educación especial, la necesidad de desarrollar un Plan Educacional Individualizado efectivo (IEP) podría hacer la tarea de los padres aún más compleja. Muchos padres tienen preguntas acerca de qué pueden aportar, y sobre sus derechos durante el proceso del desarrollo del IEP.

Incluso algunos padres con capacitación en educación especial han resaltado lo significativa que puede ser su función, y la importancia de las decisiones que ellos toman puede ser abrumadora. Se preguntan: ¿Estoy tomando las decisiones apropiadas? ¿Estoy cultivando una buena relación con las personas que trabajaran directamente con mi hijo a diario? Hubo un padre que lo describió así: "es como caminar en una cuerda floja, entre la diplomacia y el defender lo que uno cree ser justo."

A continuación se resaltan las responsabilidades que pueden esperar tener los padres de niños en clases de educación especial.

Aprendizaje de terminología básica utilizada en la educación especial.

Existen recursos disponibles para ayudar a los padres a aprender acerca de qué deben saber para abogar efectivamente por sus hijos durante el proceso de desarrollo del IEP. Existen Centros de Aprendizaje e Información para los padres en cada estado (Raising Special Kids es el PTI de Arizona). A cada uno de los padres se les debe proveer el Aviso de Garantías de Procedimiento en cada reunión del IEP - léala toda. Hay abundantes libros, publicaciones y recursos en línea (vea la casilla: Recursos Online); asegúrese de utilizar información proveniente de fuentes acreditadas.

¿Qué es un Plan Educacional Individualizado (IEP)?

El IEP es un contrato legal, que incluye los beneficios, adaptaciones y modificaciones que la escuela proveerá a un estudiante específico, alumno de educación especial, durante el transcurso de un año. El IEP es un mandato de ley federal conocido como la Ley de Educación de Individuos con Discapacidades (IDEA en inglés), para cada niño que haya sido identificado para recibir servicios de educación especial en una escuela pública. El proceso IEP es la serie de pasos que debe tomar el equipo de trabajo para desarrollar o modificar el IEP cuando es necesario. Este proceso se debe llevar a cabo por lo menos
una vez al año mientras el estudiante esté inscrito en un plantel escolar público.

**Conozca sus derechos**

Los padres son miembros iguales en el equipo de trabajo del IEP, y deben ser invitados a cada junta. Ustedes pueden pedir que se haga una junta de IEP durante el año escolar si consideran que el programa no está funcionando o si creen que se debe hacer algún cambio. Presenten cualquier petición formal por escrito, tales como una petición de evaluación del niño, el envío de copias de resultados de evaluaciones, o para pedir que se haga una junta para hablar sobre el IEP. Familiarícense con la Ley de Educación de Individuos Discapacitados (IDEA idea.ed.gov) y la Ley de estadounidenses con Discapacidades (ADA http://www2.ed.gov/policy/rights/guid/ocr/disabilityoverview.html). Si inglés no es su primer idioma, tiene derecho a recibir los servicios de un intérprete durante las juntas del IEP si así lo desea.

**Participe**

Algunos padres temen que el personal escolar pueda calificarlos como exigentes, pero muchos maestros se sienten más frustrados por la falta de participación en el proceso del IEP por parte de los padres que por sus altas expectativas. Ustedes conocen a sus hijos y puede compartir detalles que otras personas desconocen, como su información histórica. Ustedes pueden ilustrar ampliamente cómo es su hijo cuando está en un ambiente diferente al de la escuela. Los pasos para la participación activa incluyen:

- Hacer preguntas, y asegurarse de que las respuestas quedan claras (pedir explicaciones de ser necesario).
- Guardar registros de todos los servicios pertinentes, adelantos logrados, y comunicación con la escuela.
- Facilitar la comunicación entre el personal de la escuela y los proveedores de servicios de otras instituciones que atienden a su hijo, fuera de la escuela.

**Casilla: El desarrollo del IEP debe incluir tres fases en orden:**

1) Revisión de resultados de evaluaciones y de pláticas sobre el nivel actual de desempeño del estudiante.
2) Desarrollo de metas de instrucción (las metas del IEP deben ser medibles y realistas).
3) Basado en las metas, determinar los servicios más adecuados y su ubicación.

- Prepararse para la junta del IEP con antelación: revisar el IEP anterior, pedir el borrador del IEP propuesto, y revisar los resultados de evaluaciones e informes hechos por la escuela y por otros proveedores de servicios, preguntar a su hijo cómo se siente en la escuela, y con sus amigos, cuáles son sus metas personales y sus deseos.

- Cumpla con las responsabilidades que ha acordado tomar (ejem. verificar las tareas, mandar notas de progreso a las maestras). Firme y regrese documentos a tiempo.

**Controle de qué forma se está siguiendo el IEP**

Para que el IEP sea efectivo, los servicios y adaptaciones deben ponerse en práctica. Los padres deben estar atentos de que la escuela está implementando el IEP. Algunas maneras sencillas para asegurarse que su hijo está recibiendo los servicios en el IEP son:

- Hable con su hijo lo más posible sobre sus actividades en la escuela.
- Asegúrese de que le envíen reportes de progreso de metas del IEP con frecuencia, (por lo menos con la misma frecuencia con que recibe reportes escolares).
- Revise las tareas de su hijo para controlar el progreso de las metas del IEP.
- Mantenga comunicación periódica con las maestras y terapeutas para recibir su retroalimentación.
- Póngase a la disposición del personal de la escuela para llevar a cabo pláticas e intercambios de preguntas.
- Considere la idea de visitar el salón de clases de su hijo para observar (las reglas puede variar en los diferentes distritos escolares con respecto a esto). Ser voluntario en el salón de clases de su hijo podría ser una opción.
- Alerta al grupo de trabajo si algo le preocupa o si considera que hay falta de progreso.

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¿Y si no está de acuerdo?

Algunas veces las escuelas y los padres no logran llegar a un acuerdo sobre qué servicios son adecua-
dos. Los padres deben manifestar los puntos con los cuales no están de acuerdo en un documento denomi-
nado Previa Notificación Escrita (Prior Written Notice). Si los padres y la escuela no logran llegar a un acuerdo sobre las condiciones del IEP, hay procedi-
imientos establecidos para solicitar una resolución. Mientras se espera una resolución, la escuela tiene el derecho de implementar el programa propuesto. Algunas opciones de Resolución de Disputas incluyen juntas voluntarias con mediadores independientes, mediaciones, o entablación de querellas y debido pro-
ceso.

Recuerden que los padres son la constante en la vida de los hijos y los únicos miembros del equipo de trabajo del IEP que permanecerá allí año tras año. El propósito del IEP es ayudar al niño a mejorar su aprendizaje. Para participar significativamente y efectiva-
mente en el proceso del IEP, el enfoque debe ser el niño y las decisiones deben tomarse con los intereses del niño en mente.

Christopher Tiffany, Director de Apoyo de Familias y Educación de Raising Special Kids, comentó que, “no se espera que los padres sean expertos educativos, o que participen en estrategias educacionales, o en todo lo que se relaciona a cómo el niño es educado en la escuela. Si tienen un conocimiento general acerca de cómo funciona la educación especial y los servicios relacionados, entonces pueden participar por medio de preguntas y proveyendo comentarios, para así desarrollar un IEP completo y funcional. Los padres también deben conocer sus derechos para entender de qué forma pueden estar en desacuerdo con los profesionales y cómo proseguir informal y formalmente con opciones para la resolución de disputas.

Aprender más: para capacitación y talleres sobre la educación especial vea las páginas 6 y 7.

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**Casilla: Términos importantes**

- **Adaptación** - disposiciones hechas para que el estudiante tenga acceso y demuestre aprendizaje.
- **Modificaciones** - cambios considerables acerca de lo que se espera que un estudiante aprenda y demuestre.
- **Servicios Auxiliares** - transporte, y otros servicios, tales como servicios maduracionales, correctivos, y de apoyo que un niño con discapacidades requiere para poder beneficiarse plenamente de la educación.
- **Condiciones de Consultas** - servicios proveídos no directamente por el profesional designado pero por otro miembro del personal que trabaja con el niño, después de consultar con el profesional.
- **Evaluación de Conducta Funcional (FBA)** - es una evaluación dirigida a examinar la conducta que interfiere con el aprendizaje del estudiante.
- **Educación Pública Gratuita y Adecuada (FAPE)** - educación especial y servicios relacionados que: a) se proveen a cargo público, bajo supervisión y dirección pública, gratuita; b) cumple con los estándares de la agencia de educación del estado (SEA); c) incluye educación adecuada en un jardín de infancia, escuela elemental o secundaria, en el Estado involucrado; SE06 4 y d) se proveen de acuerdo con el plan educacional individualizado (IEP). La palabra “adecuado” no está definido, pero otras referencias dentro de la ley implican que incluye el apoyo y servicios que de mejor forma cubren las necesidades educacionales del niño, para que el niño pueda beneficiarse de su educación.
- **Ambiente Menos Restrictivo (LRE)** - en lo que cabe en lo posible, los niños con discapacidades deben ser educados con otros niños que no son discapacitados.
- **Tecnología Asistiva** - un dispositivo o servicio requerido si es relevante y necesario “educacionalmente”, para permitir que el niño se edufe en el ambiente menos restrictivo.
Consumer and Family Support

Arizona’s Division of Developmental Disabilities (DDD) has established a new quality advocacy and support team known as the Office of Consumer and Family Support Services. These veteran staff are dedicated to troubleshooting complex issues for consumers and their families regarding access to services. In addition, they work on provider issues, interagency issues and other concerns needing resolution.

Administrator Al Nieto is leading this unique group whose focus is to solve some of the tougher problems individuals and their families face in finding appropriate services or resolving issues with current services. “All of us in this unit have a passion for working with individuals and families. Our main goal is to ensure that issues are dealt with quickly to alleviate any undue stress for the people we serve,” said Nieto.

Consumers and families are encouraged to first utilize the services of their assigned Support Coordinator, but if an issue arises that presents exceptional challenges, you can contact the unit by calling (602) 542-6850 or this toll free number: 866-229-5553.

Miracle League

The Miracle League gives individuals with any disability, ages four and up, the opportunity to play baseball. The rubberized turf makes the field accessible to wheelchairs and walkers. The program is free to all participants and volunteers, and each player will receive a free jersey, hat, and pictures.

- Games are played at the Maryvale Family YMCA, located at 3825 N. 67th Ave, Phoenix 85033.
- Fall season will begin October 9th for ages 13+ and October 13th for ages 4 to 12.

For information and registration, please contact Kelly Shingleton, Miracle League Director, at 602-212-6149, or email kshingleton@vosymca.org.

Arizona's Twelfth Annual Transition Conference

October 15th - 16th, 2012
(additional day for professionals: October 17th)
9:30 am - 5:00 pm
Talking Stick Resort
9800 E. Indian Bend Rd., Scottsdale, AZ 85250
“Facing the Future: Who's In Your Network?”

Health Information Fact Sheets

The Division of Developmental Disabilities (DDD) has produced a series of fact sheets on health topics intended for use in residential and day program facilities; and families can use them too!

The sheets can be downloaded from the DDD website at http://bit.ly/QeoSl5. Topics include:

1. Dehydration
2. Seizure Disorder
3. Aspiration
4. Constipation
5. Asphyxiation
6. MRSA
7. Dental Emergencies

Northern Arizona Trainings on IEP Planning

Presented by Arizona Center for Disability Law in Collaboration with Raising Special Kids

Courtyard Marriott
600 Clubhouse Drive, Page, AZ 86040

October 18, 2012
12 pm - 3 pm or 6 pm - 9 pm

Workshops:
- IEP & Section 504 Compliance
- Graduation and Transition
- Restraint and Seclusion
- School to Prison Pipeline

To register call 602-274-6287 or 800-927-2260
email: kvanhorne@azdisabilitylaw.org
website: http://spedpageoct182012.eventbrite.com
Family Services around the State

Raising Special Kids presented training opportunities for families throughout Arizona over the summer. Conferences with multiple workshops on varied topics such as therapy techniques, behavior management, and transition were available in Show Low, Yuma, and Lake Havasu. Increasing partnerships in diverse and remote areas is benefitting many families whose access to services is limited by distance and other factors.

“We are so excited to be able to meet parents in these areas on a face to face basis and provide critical information and resources they need to help their children,” said Assistant Executive Director Vickie French.

An innovative partnership between UMOM, the largest shelter for families in Arizona who are homeless, and Raising Special Kids has produced a series of workshops that are part of the rotation of skill development services offered to UMOM parents.

“We have worked closely with UMOM staff for over two years and the collaboration has resulted in programs designed to fit unique needs of homeless families,” said Janna Murrell, Director of Family Support and Education. “We are looking forward to continuing this critical service for families facing intense challenges.”

A grant from First Things First to provide Parent Education and Community-based training is supporting literacy, parenting, and family support services beginning in October.

Thank you to the Fun-Lovin’ band of doctors, Champagne Tap, and all the attendees who turned out to raise $2100 through a benefit concert for Raising Special Kids!

Serving Families who are Homeless

New project with UMOM

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A grant from First Things First to provide Parent Education and Community-based training is supporting literacy, parenting, and family support services beginning in October.

We gratefully acknowledge support of statewide trainings

Art Goddard
Maria Valdez
Bonnie Heal
Allison Meritt, Teri Radenmacher - Parent Information Network
Nachol Henson, Tanya Goita, Brenda Lopez - Division of Developmental Disabilities
Alejandra Hernandez - Arizona Early Intervention Program
Linda Enriquez-Curtis & Catherine Finnell - Vocational Rehabilitation
Cristy Sturgis - Goodwill Job Connection
Dr. Thomas Barela
Ruth Waldrop, MAOT, OTR/L
Cheryl Bird, Physical Therapist
Meg Rodney, Physical Therapist
Gina Grites, OTR/L, MFT
Amy Garren, MCCSLP
Patricia Rafferty, BS, COTA/L, MOTS
Marci McCarran, Yuma Regional Medical Center
Judith Walker - United Healthcare
Jacquelyn Thorpe - Capstone Health
Show Low Unified School District
First Smiles
First Things First
The Emily Center

(From left) Stacey Campbell and Kim Williams of UMOM with Janna Murrell.

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Making a Difference in the Lives of Children
Thank You for referring families to Raising Special Kids

A New Leaf
Aid to Adoption of Special Kids
Alhambra Developmental Preschool
Christina Carolan
Alhambra Preschool
Elizabeth Johnson-Heston
Arizona Autism United
Paula Tiffany
Arizona Center for Disability Law
Arizona Chapter of the American Academy of Pediatrics
Amanda Summer
Arizona Department of Education
Amy Dill
Jennifer Huber
Arizona Department of Education - Parent Information Network Specialist
Jill Castle
Arizona Department of Health Services - Office for Children with Special Health Care Needs
Ralph Figueroa
Marta Urbina
Arizona Early Intervention Project
Jennie Cook
Barb McMasters
Arizona's Children Association
Anna Longoria
Joanna M. Prusa
Elizabeth Urtuzastegui
Jane Lord
Banner Desert Medical Center
Deb Humphreys
Cardon Children’s Medical Center
Cindy George
Jennifer Leimbach
Shayla Paap, MSW
Heidi Solak
CareConnect Arizona
Antoinette Martinez
Cave Creek School District
Centro de Amistad
Adriana Arola-Sierra
Maria Hernandez
Child Care and Referral
Judy Tyler
Children’s Action Alliance
Matt Jewett
Children’s Rehabilitative Services
Judy Tyler
City of Phoenix
City of Phoenix Early Headstart
Lori Solares
City of Phoenix Head Start
Creighton School District
Kelly Risner
Crisis Nursery
Karla Carzares
Joanna Martinez
Deer Valley Unified School District
Division Of Developmental Disabilities
Andrea Adams
Carmen Aguillera
Debbi Alvarez
Whitney Barclay
Marisca Beltran
Ruben Bernal
Karen Boehm
Lois Brooks
William Byers
Kathleen Calder
Maggie Carbalaj
Robin Chanto
Chelle Colton-Rutledge
Teresa Comer
Ann Converse
Wanda Copeland
Rebecca Cummings
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Flor Erickson
Zenobia Gibson-Burke
Jade Guerrero
Kathi Guild
Julia Harris
Claudia Hart
Esther Hasz
Sue Hatch
Susan Hawley
Tatum Hemmeger
Billy Henderson
Kristen Henninger
Dawn Johnson
Kristina Kelsch
Jill Keyes-McClements
William Kilgore
Valerie Krasievic
Laura Kushbena
Linda Lane Kushbena
Janet Landman
Philip Leavitt
Maria Elena Mangiameli
Elyn Manzo
Lucia Marquez
Chelsie Martin
Barb McGuire
Martha Mills
Armando Molina
Marta Monyer
Laura Moore
Jonathan Newby
Karlo Norris
Shawn Padilla
Courtney Parker
Carla Patel
Charlene Pinango
Eva Rama
Lisa Rennells
Anna Reyes
Amanda Reynolds
Lynn Rhodes
Maedelyn Slowikran
Laura Smith
Dana Southworth
Cortney Tipton
Susie M. Tso
JoAnn Valdez
Patty Walters
Megan Wiley
Elizabeth C Williams
Lucinda Yazzie
Duet
Dysart School District
Embrace Palliative Care Foundation
Esperanza Elementary School
Kathy Dancil
Estes Elementary School
Estrella Pediatrics
Imelda Ojeda
Family Involvement Center
Family Learning Center
Marisca Beltran
Family Resource - Flagstaff
First Southern Baptist Church
Sahuarro Ranch
St. French
First Things First
Grupo de Apoyo para Latinos con Autismo
Alberto Sera
Grupo de Apoyo para Niños Especiales
Gabriel Sera
Gilbert Unified School District - Carol Rae Ranch School
Interfaith Counseling
Lucy Vasquez
Kyrene School District
Lutheran Family Services
Lutheran Social Services of the Southwest - Refugee Services
Sara Dunn
Maricopa Integrated Health Plan
Maricopa Integrated Health System Pediatric Clinic
Sherrill Sainco, BSW
Mesa Community College - Red Mountain Branch
Milemarkers Therapy
Beddy Stark
Mosaic
Angela Hughes
Mountain Park Health Center
Lesley Farrell, LCSW
Barbara Hare, PsyD
Navajo Nation Dine Department of Education
Regina Martinez
One Life Unlimited
Oregen Child Protective Services
Doug Zambro
Pendleton Pediatrics
Emily Hughes
Phoenix Children’s Hospital
Alfonso Belmonte, MD
Maria Flores
Susan Larvin
Cynthia Nakamura
Claire Schnall
Jennifer Stalner
Nicole Valdez
Christa Waltersdorf
Phoenix Children’s Medical Group
General Pediatrics
Kristina Leinward
Phoenix Interfaith Counseling
Ofelia Juarez
Janice McDaniel
Phoenix Union High School
Pinal Hispanic Council
Ginger Parks
Parent Organized Partnerships
Supporting Infants and Children Learning to Eat
Rehab Without Walls
Mandy Cornells
RISE Early Intervention
Twyla Curry
Malea Grace
Bree Larsen
Jesenia Martinez
Kaylee Miller
Jenee Sinnro
Amy-Lee Verfaillie
Save The Family
Teresa Garcia
Seeds of Hope
Mark Vanderheiden
Sonoran Sky Elementary School
Sonoran Sky Pediatrics
Southwest Human Development
Angelica Favela
Vanessa Gonzalez-Plomhoff, MSW
St. Agnes Catholic Preschool
Michelle Finley
St. Joseph’s Hospital
Marlyn Sobchak
Soutchouse Behavioral Health
UMOM New Day Centers, Inc.
United Cerebral Palsy of Central Arizona
Jessica Mena
Washington Elementary School District
Kate Anderson
West Valley Family Development Center
Valerie Kemper, PsyD
Wilson Elementary School
Luiz Muñoz
INDIVIDUALS
Paula Banahan
Zelmore Danford
Erin Gundersons
Janet Kennedy-Sabala
Beth Maloney
Angel Mullins
Ron Pagliassotti
Robin Romero
Dr. Karisson Roth
Michelle Serres
Terry Sutter
Lori Tilbury

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Parent Leaders are the heart of Raising Special Kids
Thank You!

Anthem
Kristina Blackledge
Apache Junction
Vanetra Garcia Vazquez
Chandler
Marti Baio
Shauna Brudt
Samantha Flora
Beth Maloney
Kelly Randall
Cathy Turner
Flagstaff
April Jud
Florence
Regina Lisles
Gilbert
Tammy Leeper
Glendale
Pam Baldwin
Fred Burgmann
Dawn Kurbat
Elean O’Hare
Goodyear
Vimzi Castillo
Anne Dennis
Mesa
Kim Cohl
Cynthia Elliott
Julie Felmmer
Colleen Martinez
Susan Melton
Erika Vilanueva
Cassandra Yazzie
Peoria
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Sahuarita
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Megan Bopp
Sharon & Larry Landay
Steve Lee
Chris Linn
Lynn Micheal
Kate Petersen
Mary Quinsey
Chad Salasek
Snowflake
Romeo Neal
Tempe
Todd Caine
Megan Davis Dey
Janet Romo
Debbie Weisberger

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You Make the Difference!

You can direct your tax dollars to help families of kids with disabilities with a gift to Raising Special Kids through Arizona’s Working Poor Tax Credit Program.

How? It’s simple:

1) **Donate to Raising Special Kids** by December 31, 2012 (up to $400 for couples filing jointly or $200 for single taxpayers).

2) **Itemize** your Arizona state tax return for 2012, and include Form 321 listing Raising Special Kids as the qualifying charitable organization. A donation reduces the amount you owe or increases your refund by the amount you give.

If you currently use the Public Education Tax Credit, **you can also participate in the Working Poor Tax Credit Program**. You can take advantage of both.

Help Raising Special Kids serve more families

Please make your donation today through our secure online system at [www.raisingspecialkids.org](http://www.raisingspecialkids.org).

*Note: Contact a qualified tax professional for advice on your specific tax situation.*

Thank you!