

What steps are right for you and your child?

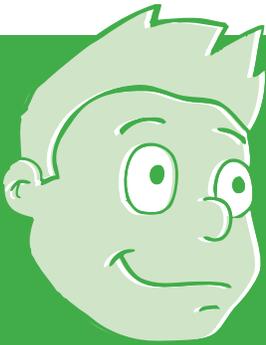
Of course your child is one a kind, but which of the following students is the MOST like your child?

Sofia



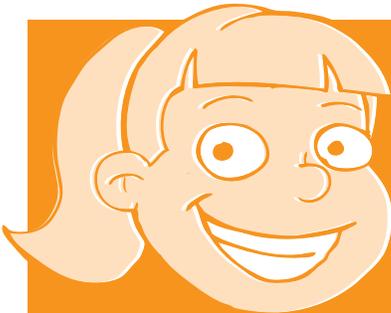
Sofia is full of energy which helps her play for hours and hours with her friends. **Sometimes all this energy makes it tough for her to sit still in class or remember to raise her hand before answering a question**, but she earns good grades without too much trouble.

Malcolm



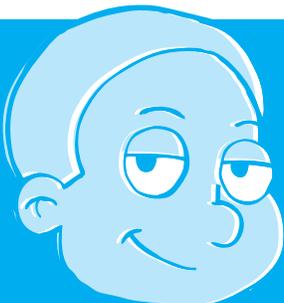
Malcolm has a vibrant imagination and likes to pretend his pencils and erasers are robots and aliens. **Sometimes it's hard for Malcolm to focus on math problems without drifting into daydreams**. This makes it hard for him to keep up with his school work.

Nikki



Nikki loves stories. She loves to listen to her dad read to her before bedtime and she loves to tell stories to anyone who will listen. But when Nikki tries to read stories on her own, **she reads the same sentence over and over but the words never seem to make sense**. She wants to be able to read by herself and gets very frustrated when she can't. This causes her a lot of trouble in school.

David



David is always helping others. He's often the first to volunteer to help his teachers in the classroom and he helps cheer up his friends when they're sad. Sometimes David pays more attention to helping others than helping himself. **He often forgets to bring his books home from school or turn in his homework on time** and this hurts his grades a lot.

step one:

TALK TO YOUR CHILD'S DOCTOR

You and your child's doctor can decide on a strategy to help manage some issues your child may be having. This may include medication or other types of therapy.

Sofia's story

Sofia and her mom are working with her doctor and teachers to stay on track.



Malcolm's story

Malcolm's parents have talked with his doctor and will talk to the teacher about requesting a case conference.

Nikki's story

Nikki's dad is working with her doctor and teachers to request a case conference...

David's story

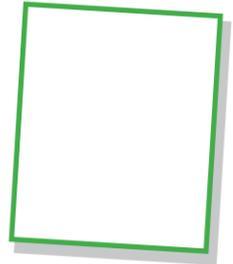
David's parents are working with his doctor and teachers to request a case conference...

step two:

REQUEST CASE CONFERENCE WITH YOUR CHILD'S TEACHER

Case conferences are usually initiated by a teacher when they identify a child who is struggling. It can be requested by a parent by talking to teacher and sharing concerns.

Use the green bordered letter on page 6 as a guide to write a request for a case conference.



- Make a copy of your letter to keep for your records.
- Send the letter by certified mail and keep a dated receipt OR hand deliver it to the school.

Since Malcolm's case conference, his teachers have been trying new things like letting Malcolm learn math through story problems so he can use his active imagination to learn. He has been having an easier time focusing and is keeping up with his work.



Since Nikki's case conference, she and her teachers have been working really hard to help Nikki with reading, but it's not working well enough.

Nikki's dad thinks maybe Nikki should get an IEP...



Since David's case conference, he and his teachers have been working really hard to help David remember to get his homework done and turned in on time, but he's still having trouble.

David's teachers think maybe David should get an IEP...



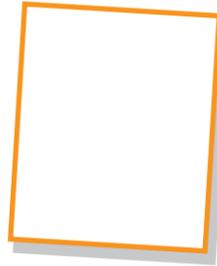
step three:

REQUEST PSYCHOEDUCATIONAL TESTING, IEP IF ELIGIBLE

The purpose of an Individualized Education Plan (IEP) is to have a clear written plan on what the child should be learning, how the school will help the child succeed and who will be working with the child and family. The IEP is revised each year.

Use the orange bordered letter on page 7 as a guide to write a request for an IEP.

- Make a copy of your letter to keep for your records.
- Send the letter by certified mail and keep a dated receipt OR hand deliver it to the school.



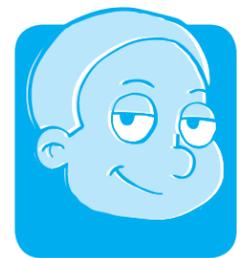
step four:

REQUEST PSYCHOEDUCATIONAL TESTING, IF NOT IEP ELIGIBLE REQUEST 504

If your child is found not be be eligible for an IEP, request a 504. A 504 allows a parent to request a list of accommodations, such as:

- extra test time if the child crumples under pressure or struggles recalling facts.
- extra test time if the child has difficulties with handwriting and it takes a while for the child to write essays or short answer questions.
- extra set of text books for the home.

If the changes made to your child's IEP or 504 don't seem to be helping make sure to request another case conference.



Every child is different and has individual needs, don't give up until you find a plan that works for your child!

Nikki qualifies for an IEP because she has a learning disability in reading. Since her IEP, she has been learning new ways to help her read words correctly and has been given some of her school books on tape. She reads much better now and this makes her school work easier.



David doesn't qualify for an IEP because he doesn't meet any of the thirteen disability categories, but he can get a 504...

Since David's 504 plan, he has been able to keep an extra set of his school books at home and he and his teachers are trying new ways to help him keep track of when his homework is due. He has turned all his homework in on time for a solid month.



Use this letter as a guide to write a request for a case conference.

Date

Parent Name

Parent Street Address

City, State, Zip

Parent Phone Number

Parent Email Address

Name of Principal

Name of School

School Street Address

City, State, Zip

RE: _____
(child's name) (child's date of birth) (grade)

Dear _____:
(Principal)

I would like to request a case conference of my child, _____, to discuss steps that can be taken to support his/her learning in the classroom. I am concerned about my child's performance in school. Specifically,

(brief description of concerns)

Please note that Dr. _____ has diagnosed my child as having Attention-Deficit Hyperactivity Disorder (ADHD) and is concerned that his/her ADHD is resulting in decreased alertness and impairment in school performance and learning.

I will call you by _____ to follow up on this request. I look forward to setting a date for this meeting.

Sincerely,

(signature)

cc: Director of Special Education

Use this letter as a guide to write a request for an IEP.

Date

Parent Name

Parent Street Address

City, State, Zip

Parent Phone Number

Parent Email Address

Name of Principal

Name of School

School Street Address

City, State, Zip

RE: _____
(child's name) (child's date of birth) (grade)

Dear _____:
(Principal)

I would like to request an evaluation of my child _____, to determine his/her eligibility for special education and services. I am concerned about my child's performance in school. Specifically,

(brief description of concerns)

Please note that Dr. _____ has diagnosed my child as having Attention-Deficit Hyperactivity Disorder (ADHD) and is concerned that his/her ADHD is resulting in decreased alertness and impairment in school performance and learning. I am working closely with my child's doctor to find suitable treatments to improve his/her learning and behavior.

I understand that the evaluation will be performed consistent with federal guidelines and no charge. I understand that the law requires the school district to respond to this request within 10 days. I also understand that I have to provide written permission for tests to be administered and I will be happy to do so.

I will call you by _____ to follow up on this request. I look forward to starting the process.

Sincerely,

(signature)

cc: Director of Special Education

WHAT STEPS ARE RIGHT FOR YOU AND YOUR CHILD?

Of course your child is one a kind, but which of the following students is your child MOST like?

A Sofia

- full of energy
- lots of friends
- has a hard time keeping still
- gets pretty good grades

B Malcolm

- full of energy
- lots of friends
- loves to talk
- struggles with math

C Nikki

- full of energy
- lots of friends
- reads below grade level
- struggles with math

D David

- Full of energy
- lots of friends
- struggles with math
- difficulty taking tests
- can't sit still
- can't finish school work

STEP ONE:

TALK TO YOUR CHILD'S DOCTOR:

You and your child's doctor can decide on a strategy to help manage some issues your child may be having. This may include medication or other types of therapy.

- A** This worked!
- B** still struggling
- C** still struggling
- D** still struggling

IF YOUR CHILD IS STILL STRUGGLING MOVE ON TO THE NEXT STEP

STEP TWO:

REQUEST CASE CONFERENCE WITH YOUR CHILD'S TEACHER

Case conferences are usually initiated by teacher when they identify a child who is struggling but can be requested by parent by talking to teacher and sharing concerns.

- B** This worked!
- C** still struggling
- D** still struggling

IF YOUR CHILD IS STILL STRUGGLING MOVE ON TO THE NEXT STEP

STEP THREE:

REQUEST PSYCHOEDUCATIONAL TESTING, IEP IF ELIGIBLE

The purpose of an IEP is to have a clear written plan on what the child should be learning, how the school will help the child succeed and who will be working with the child and family. The IEP is revised each year.

- C** This worked!
- D** still struggling

IF YOUR CHILD IS STILL STRUGGLING MOVE ON TO THE NEXT STEP

STEP FOUR:

REQUEST PSYCHOEDUCATIONAL TESTING, IF NOT IEP ELIGIBLE REQUEST 504

The parent may request a list of accommodations, such as extra test time if the child crumples under pressure or has memory issues and struggles recalling facts or has difficulties with handwriting and it takes a while for the child to write essays or short answer questions. May ask for extra set of text books for the home.

- D** This worked!