Who’s Who?

Case Managers:

David Hedge
Katelynn Lansdon
Misty Brunelle
Karrie Claggett
Cindy Jackson

Acronyms

IEP: Individualized Education Plan
SDI– Specially Designed Instruction
ADD– Attention Deficit Disorder
ADHD– Attention Deficit Hyperactivity Disorder
BIP– Behavioral Intervention Plan
EBD– Emotional Behavior Disorder
BD– Behavior Disorder
FBA– Functional Behavior Assessment
FERPA– Family Education Rights and Privacy Act
IDEA– Individuals with Disabilities Education Act
HI– Health Impaired
OT– Occupational Therapist
LD– Learning Disability
ELL– English Language Learner
CD– Communication Disorder
FAE– Fetal Alcohol Effect
FAS– Fetal Alcohol Syndrome
SLP– Speech- Language Pathologist
LRE– Least Restrictive Environment
FAPE– Free and Appropriate Education

Things to think about/Reminders:

⇒ What do you do for students with IEPs? Ex. Copies of notes, shortened assignments, sentence frames, word walls, graphic organizers. Even if it is supports you give all students, let them know.

⇒ IEP At A Glance is attached in Skyward for students with an IEP

⇒ We have a Google Document that is shared with you all that has all students’ details.

⇒ Students with IEPs are Gen Ed kids first that have Accommodations, Modifications, and SDI to allow them to access the Gen Ed curriculum.

⇒ We always have to have students in their Least Restrictive Environment (LRE) in order to access their Free and Appropriate Education (FAPE).

⇒ Your use of the paras in your classes
Serving students on IEPs is a requirement and your Special Education team is here to support you in any way that we can.

What you can expect from your special education team:
- Will provide you with the information about your Special Ed students
- Will support you with concerns and questions regarding the students or teaching strategies.

What we expect from you as a classroom teacher:
- Know who is on an IEP
- Know their accommodations/modifications
- Know their case managers
- Ask questions
- Communicate progress, etc.
- Attend IEP meetings

⇒ If you are not going to be present, you must be excused by the parent

Modification vs Accommodation

- Changes to the student’s program that fundamentally alters the level of work (different goals and objectives) the student completes as compared to students without an IEP.
- Requires a modification of the grading criteria.
- May not be made if they are not written into the IEP. If made, the student’s grade would indicate that it was modified.
- Few students IEP’s indicate modifications to the regular program.

Examples of Modifications:
- Using 6th grade material in lieu of the standard curriculum
- Omitting assignments/projects that the class required to be completed.
- Within an activity, define different outcomes.
- Partial participation
- Reducing the number of responses with a lower standard of mastery required.

- Changes to the student’s program that allow for access to the same level of work as students without IEPs.
- Require no modifications to the grading criteria.
- 504 plans provide accommodations that are as legally binding as an IEP. These must be followed.

Examples of Accommodations:
- Preferential seating
- Enlarged print for the sight impaired, interpreters for the hearing impaired, and voice recognition programs for dysgraphia
- Extended time
- Scribes
- Computer use
- Clarify directions
- Provide copy of overheads and notes
- Revised teaching strategies/methods
- Reducing the number of problems yet the student is still required to master the content of the lesson.

Paraprofessional vs Professional Roles

Teachers must always maintain the following four professional roles, but of paras can contribute to these:

1. Assessment
2. Planning
3. Collaborating and consulting with gen ed educators and families
4. Supervising paras

Para
Collect student data
Use this data to make assessment decisions
Suggest and carry out lesson plans
Under your guidance
Contact parents to set up meetings
Under your guidance

Teacher