



Mark your calendars:

School Committee Meeting, Thursday, November 20, 2014 at 7:00 p.m., All Purpose Meeting Room at the Lincoln School.

Stephanie Powers reports on budget considerations for Special Education! Please attend to better understand the budget for 2016 for the school & Special Education.

CLICK [Here](#) to check the agenda for presentation time posted no later than Monday November 17th!

November Lincoln SEPAC Newsletter

Come Join Us at Our Monthly SEPAC Meeting.

We invite you to join the SEPAC and to our monthly meetings. We encourage you to attend and learn more about Special Education in our schools. By participating, our combined voices will help ensure that parents' priorities stay in the forefront of the school district's agenda.

Our monthly meetings are held at Lincoln Town Hall, 16 Lincoln Rd., 2nd Floor, Tuesdays from 10-11:30 a.m. The upcoming meeting dates are as follows:

- December 2nd
- January 13th
- February 3rd
- March 3rd
- April 7th
- May 5th

Featured Topic of the Month

Individualized Education Program

The Individualized Education Program (IEP), is a written program for an eligible child with a disability that is developed, reviewed, and revised in an IEP Team meeting following the federal special education law. It is the legally binding contract which explains how the student will receive access to the general curriculum as well as which supports and services will be provided for success in all areas of school. The following are helpful questions and answers that has been put together by the Federation for Children with Special Needs located in Boston, Massachusetts.

Who is eligible for an IEP?

In order to be eligible for an IEP your child must meet several requirements. If you answer "yes" to the following three questions then your child is most likely eligible for special education services through an IEP.

1. Does your child have a disability? What type?
2. Is your child not making effective progress in school due to the disability?
3. Does your child require specialized instruction to make effective progress or require related services in order to access the general curriculum?

Does the IEP have to be written at the beginning of each school year?

No, the IEP can be written anytime during the school year and can be revised at any time during the school year. The IEP Team must meet annually. Typically, teams will revise and rewrite your student's IEP at the same time each year.

What is the purpose of the IEP?

Every child deserves to have an education driven by high expectations. The Massachusetts Curriculum Frameworks set the standard of expectations for every child with or without disabilities. Also, IDEA states that students with disabilities should work on learning the same curriculum that their non-disabled peers are learning. Therefore the IEP is a tool to plan how your child will learn those standards—the general education curriculum. A properly written IEP will detail how your child will be part of and learn what all children of the same age are learning. This means the IEP does NOT design a curriculum, rather, the IEP designs the services that your child needs to make effective progress in the general curriculum, and participate in the life of the school as well as prepare for post-school plans. By specifically recording

expectations, the IEP document becomes a legal contract to ensure that you and the school district agree on what will be provided to your child throughout the school year.

Who writes the IEP?

The IEP should be developed by the Team at the IEP Team meeting.

Who is on the IEP Team?

Each Team must include:

- You--The parent(s) or guardian(s)
- Your student, if they are age 16-22 or earlier if appropriate
- No less than one of your child's special education teachers and/or providers;
- No less than one of your child's general education teachers;
- A school official who is qualified to commit resources;
- An individual qualified to interpret the evaluation results and review what services may be needed
- Other people or agencies that have special expertise or knowledge of your student may also be invited.
- You (parents and/or students) may also invite any person who you feel would be helpful to you at the Team meeting

Can IEP Team members be excused from the Team Meeting?

A member of the IEP Team may be excused from attending an IEP meeting if both you and the district agree in writing that this Team member's area of curriculum or related service is not being modified or discussed at the meeting. Also, a Team member may be excused from the meeting due to a scheduling conflict only if you and the district agree in writing and that Team member submits written input into the development of the IEP to you and the Team prior to the meeting. If you believe that the Team member is needed at the meeting, you may ask to reschedule.

Can an IEP be changed without a full IEP Team meeting?

Yes, but it is not recommended. IDEA 2004 does provide for changes to the IEP without the full Team's attendance. If your annual IEP has already been written, it is possible for you and the school district to both agree in writing to amend the IEP without calling a Team meeting. Experience suggests that having all the members there to discuss vital educational issues may be crucial. Remember: Any change to the IEP document requires your written consent.

What is included in an IEP?

The IEP is a logical document; each section builds upon and supports the one before. Therefore, it is essential that you express clear expectations from the beginning of the IEP document.

Each part of the IEP deserves special consideration; especially the "Parent/Student Concerns" and "Vision Statement" sections. The team will write an IEP to meet the child's educational needs. It will also include accommodations and related services that the child needs to gain access to the general curriculum. Related services may include, but are not limited to counseling, psychological services, social work services, social skills training, speech therapy and occupational therapy. Once the IEP is written, the team will also determine the student's placement.

Can my child's IEP address what will happen after high school?

Yes. In Massachusetts your child's IEP must address "Transition" when your child is 14 years old (or younger if determined appropriate), and then be updated annually thereafter. At this point, the IEP must also include post-secondary goals, objectives and benchmarks. These goals must be based on age-appropriate transition evaluations. Goals can address:

- Training
- Post-Secondary Education
- Employment
- Independent living skills
- Transition services, including courses of study to reach goals
- Age of majority information

Do I have to sign the IEP at the Team meeting?

No. It is NOT a good idea to sign the IEP at the Team meeting. Within 3-5 days after the IEP is developed, you will receive a copy of the IEP for your review and signature. You have 30 days to sign and return the IEP to the school. It is important to take some time to review the IEP and consider if it addresses all your child's needs before signing.

What is the difference between the IEP and placement?

The IEP describes what and how support services will be given to your student. Placement describes where those services will be provided.

When do the supports and services listed in the IEP start?

As soon as the school receives an accepted and signed IEP back from you—the parent or guardian—the supports and services will begin.

What should I do if I only agree with part of the IEP?

If you disagree with some sections of the IEP, you should check the box indicating you would like changes to portions of the IEP. Next, list each section you would like changed. Once the school receives the signed IEP from you, all supports and services in the IEP will start EXCEPT the portions with which you disagreed. Often these differences can be remedied by requesting

a meeting to discuss your concerns. If you would like to schedule a meeting with your school, it is important to check the box indicating your request for a meeting.

Special Education Contacts by school:

Lincoln School District Contacts - Hanscom Schools, Denise Oldham, Coordinator for Student Services, 781-274-6178, Lincoln Public School, Ginny Flaherty, Coordinator for Student Services, 781-259-9404, Lynn Fagan, Preschool Coordinator, 781-259-9400 or Stephanie Powers, Administrator for Student Services, 781-259-9403.

What should I do if I disagree with the IEP in total?

If you disagree with the IEP, you should check the box indicating you reject the IEP as developed. Important reminder: If this is your child's first IEP you may choose to reject the IEP in full but if you do, no supports or services will be provided until the problem is resolved. In this instance, it is best to accept some portion of the IEP so special education services can begin while your concerns are being resolved.

What happens if I reject parts of the IEP? What happens if I reject the whole IEP?

When you reject any or all of the IEP, the school must inform the Bureau of Special Education Appeals (BSEA) within 5 days of the school's receipt of the rejected IEP—unless you have requested a meeting. Rejected IEPs can also be forwarded to the BSEA by you. The Bureau will mail you an information packet when they receive your rejected IEP.

What can I expect from a meeting with my school to discuss a rejected IEP?

Requesting a meeting offers an opportunity for you to meet with your school to express your concerns. Many times it can be to your advantage to work out problems with the school this way first. If no compromises can be reached at this meeting, the school or you can then forward the rejected IEP to BSEA to start the due process.

If I have a question that is not answered here, what should I do?

Call the Federation for Children with Special Needs and ask for an Information Specialist at 1-800-331-0688.

Upcoming Events

**EXECUTIVE FUNCTIONING Presentation (Sarah Ward of Cognitive Connections):
DECEMBER 2nd 10:00-12:00 Milestones Day School 410 Totten Pond Road, Waltham, 781-895-3200**

SEPAC Monthly Meeting December 2nd 10-11:30 a.m., at Lincoln Town Hall, 16 Lincoln Rd., 2nd Floor

A Basic Rights Presentation is being planned for the district in January. This forum will be presented by the **Federation for Children with Special Needs**. More information will follow in December.

Open Board Positions

There are many ways to get involved. Join us to work for all of our children to make our schools a better place for special education! Together we can accomplish much. Participation can be big or small, long-term initiatives or one-hit volunteer opportunities that make a big impact!

We would like to add to our Executive Board:

Program Coordinator

Membership Coordinator

Lincoln Pre-school Liaison

Lincoln School Liaison

Hanscom Liaison

Metco Liaison

Anyone interested in a board position should send an email to: lincolnsepac@gmail.com