



Livonia
PTSA Council
everychild.one voice.[®]

Organizing an IEP Binder Informational Event

October 23, 2024

Before We Begin...

- There will be time for questions after the presentation.
- Because IEPs are **confidential, legal documents**, we cannot address any specific concerns or questions related to your student's IEP during this event.
- You will be leaving today with contact information of student service coordinators who can address any specific concerns you may have.



Who is the Livonia PTSA Council & What is our role?

The Livonia PTSA Council is a non-profit organization dedicated to:

- Being a powerful voice for all children
- Being a relevant resource for families and communities, and
- Being a strong advocate for the education and well-being of every child

LPTSAC leads all 22 local PTA/PTSA Units within the Livonia Public Schools District. The Council is organized under the authority of the Michigan PTA for the purpose of promoting conferences, communications, leadership development and coordination of the efforts of the local Units.



The Mission of the PTA

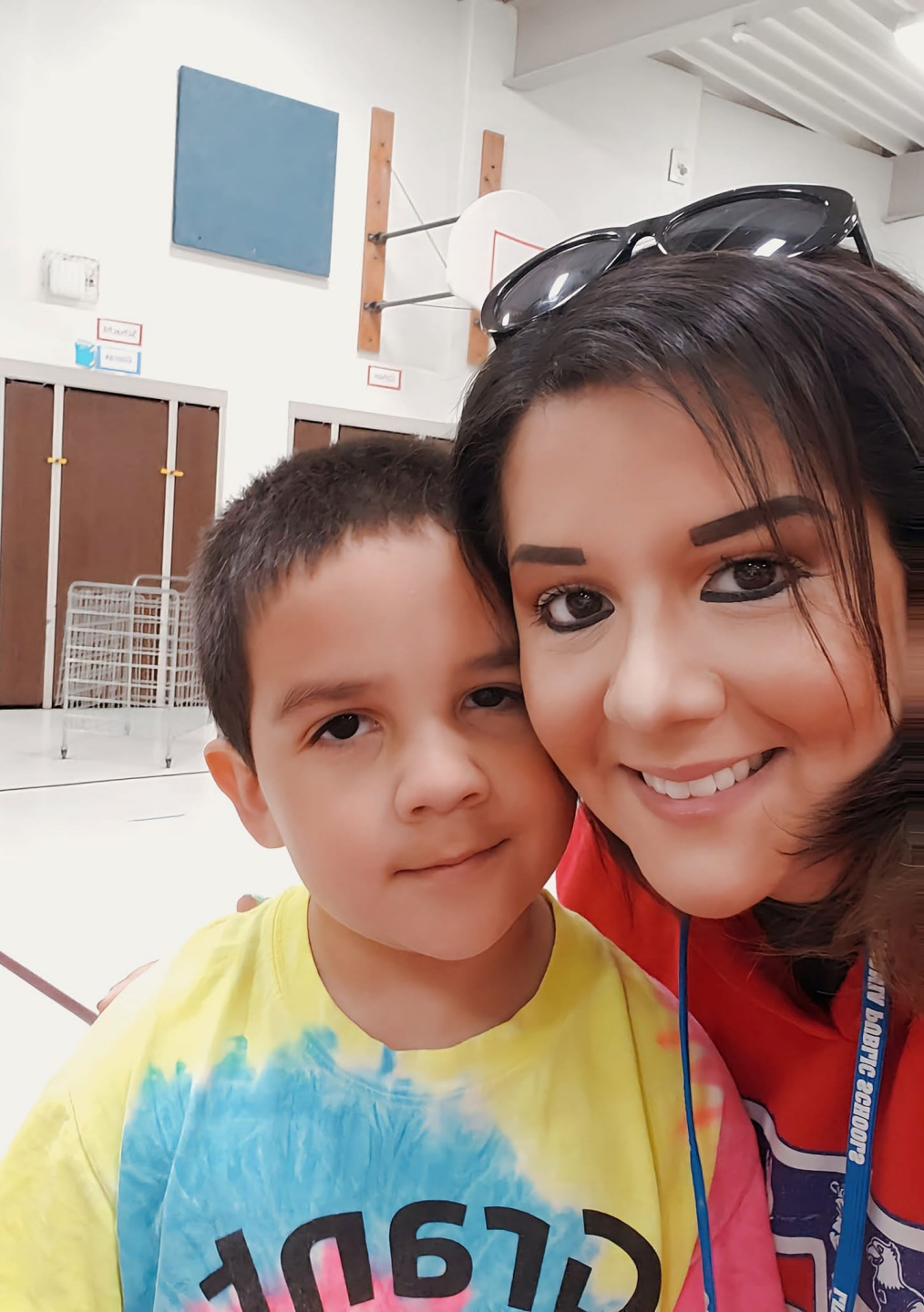
PTA's mission is to make every child's potential a reality by engaging and empowering families and communities to advocate for ALL children.



So if you haven't already...



***PLEASE* join your school's PTA/PTSA!**



About Me...

- Former Dental Hygienist of 18 yrs
- 2nd Vice President of the Livonia PTSA Council
- Involved in PTA work for 11 years
- MI PTA representative for the Special Education Coalition of Michigan for 2 years
- Involved in Livonia Public Schools Special Education Task Force during COVID
- Currently work as a Special Education Paraprofessional at Grant Elementary in the M.A.R.P. program
- Created the IEP Binder Organization Event for Livonia Public Schools District families through the Livonia PTSA Council
- School liaison for the Livonia Public Schools Parent Advisory Committee (LPAC)

Introductions



Thank You Livonia Public Schools!

LPS has generously provided the necessary funding for all materials for this event. Our goal is to provide an organizational binder for every student with an IEP/504.



LIVONIA
PUBLIC SCHOOLS

Why Make an IEP Binder?



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- An IEP binder is **an organized way to have and keep information at the ready when you need it.**
- An IEP binder will help you prepare for IEP meetings, stay up to date on your child's progress, and feel more confident during your IEP meetings.
- It is a powerful tool that will help you communicate and collaborate with teachers, your child's IEP team, and any outside agencies involved in your child's education.

What Materials Are Needed?

To get started, you will need:

- A three-ring binder
- Six tabbed section dividers
- A three-hole punch

Today we will walk you through organizing your binder, discuss what information to gather, and how to use your binder during your IEP meetings. Keeping an organized IEP binder with your child's evaluation reports, IEP, report cards, and other paperwork will prove to be a valuable resource during your IEP meetings.

What Goes In an IEP Binder?



1st Tab - *Checklist*

2nd Tab - *Contact List & Who To Call List*

3rd Tab - *Communication Log*

4th Tab - *Evaluations*

5th Tab - *IEP/504 & Procedural Safeguards*

6th Tab - *Report Cards/ Progress Notes*

6th Tab - *Reports from any outside agencies*

- *Resources and Miscellaneous Information*
- *Extra paper for notes*

Acronyms Sheet

It is not uncommon for parents/guardians to be unfamiliar with many of the acronyms that are commonly found in an IEP document.

They can often feel unsure or embarrassed to ask what these acronyms mean.

This often leads to confusion and frustration and is the one of the most common experiences for parents/guardians.

This cheat sheet is a good starting point. While it may not have ALL acronyms used in an IEP, they are the most common.

NEVER BE AFRAID TO ASK QUESTIONS!

IEP ACRONYMS CHEAT SHEET

The following is a list of common acronyms you may come across during IEPs or during special education meetings.

Acronym	Meaning
ADA	Americans with Disability Act
ASD	Autism Spectrum Disorder
ASRS	Autism Spectrum Rating Scales
ELL	English Language Learner
ESY	Extended School Year
FAPE	Free & Appropriate Public Education
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights & Privacy Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IEPT	Individualized Education Program Team
IFSP	Individualized Family Service Plan
MET	Multidisciplinary Evaluation Team
OT	Occupational Therapy/Therapist
PBIS	Positive Behavioral Interventions & Supports
PT	Physical Therapy/Therapist
PR	Percentile Rank
REED	Referral/Review of Existing Evaluation Data
SL	Speech & Language
SLP	Speech-Language Pathologist
SLD	Specific Learning Disability
SLI	Speech Language Impairment
SS	Standard Score

IEP Binder Checklist

Tip: Put the newest items on top in each section

Goal	To Be Updated	Date Updated		
Communication				
School Contact List	Yearly or as new members join the team			
Communication Log	Every time you have a call, meeting, or other important interaction with the school.			
Letters and emails to and from the school	As often as needed (File after noting in communication log)			
Evaluations				
Request/Referral for Evaluations	Every 3 years or more often if needed			
Consent to Evaluate	Keep this together with request/referral			
School Evaluations	At least every 3 years			
Private Evaluations (If any)	Every time your child is evaluated privately			
IEP				
Copy of Parents Rights & Safeguards	Yearly			
IEP	Yearly or more often, if changes are made (and if your child has had a 504 plan, include that too)			
Prior written notice and meeting notes	Yearly, or more often, as needed			

For additional copies of this form visit livoniaptscouncil.org

Livonia
PTSA Council

Checklist

- On the checklist, you will find information on what should go in each of the tabbed sections in your IEP binder.
- It also lists when things should be updated.
- It is important to update your checklist as you add new paperwork. An updated checklist will help keep your binder organized as it grows.

Contact List

This list is intended for the contact information for your child's IEP team. You should be making a new Contact List each year.

At your IEP meeting, pass this list around the table for the team to fill out their contact information. You now have one place with all the contact info you need.

IEP/504 Contact List

Use this list to keep all contact information for your student's educational support team in one place.

Classroom Teacher(s)

Name(s): _____
Phone: _____
Email: _____

School SLP

Name(s): _____
Phone: _____
Email: _____

Mainstream Teacher(s)

Name(s): _____
Phone: _____
Email: _____

School PT/OT

Name(s): _____
Phone: _____
Email: _____

School Counselor/Social Worker

Name: _____
Phone: _____
Email: _____

School Psychologist

Name(s): _____
Phone: _____
Email: _____

Other Service Provider

Name(s): _____
Phone: _____
Email: _____

Other Service Provider

Name(s): _____
Phone: _____
Email: _____

Contact List: Who to Call at Your Child's School

Your child's teacher is always a great resource, but some questions may be better for other staff members. Ask the school office or during your IEP meeting for the information you need to fill out this contact list. For additional copies of this form, visit livoniaptsacouncil.org

Afterschool Programs (supervisor info, activity questions, social issues)	Name: Phone/Email:
Athletics (issues with coaches, student-athlete codes of conduct)	Name: Phone/Email:
Behavior (support plans, periodic check-ins)	Name: Phone/Email:
Class Placement (general vs. special education, inclusion classrooms)	Name: Phone/Email:
Discipline (detention, suspension, etc.)	Name: Phone/Email:
Evaluation for Special Education (response to intervention, evaluation requests)	Name: Phone/Email:
Field Trips (ways to prepare chaperones and prevent meltdowns)	Name: Phone/Email:
Food (sensory processing issues, food allergies)	Name: Phone/Email:
Health Issues (daytime rest or breaks, medications)	Name: Phone/Email:
Homework (concerns about overall workload)	Name: Phone/Email:
IEPs or 504 plans (requests and concerns, issues with specialists)	Name: Phone/Email:
Schoolwide Testing and Curriculum (state standards, standardized testing accommodations)	Name: Phone/Email:
Social/Emotional Issues (coping skills, conflict resolution, crisis intervention)	Name: Phone/Email:
Teacher-Related Issues (communication help, parent-teacher relationship)	Name: Phone/Email:

Who to Contact List

There are a lot of components to your child's school day and sometimes a parent may have questions that the teacher isn't always able to answer.

Students with an IEP/504 tend to have supports or accommodations provided by other adults, not just their teacher.

If you are unsure who to contact at your child's school regarding specific issues you may be concerned about, use this form for the contact information of that staff member. It will save you time and energy and will help you stay organized.

Communication Tab



This tabbed section includes the Communication Log and is for important letters and emails.



Place the newest communications on top, behind the Communication Log.



Remember to include a brief summary of each communication as you file letters and emails in this section.

Why Keep Printed Copies of Emails?

- Including a paper copy in your binder guarantees you will have it on hand at meetings to easily find and reference what was said.

Communication Log Sheet



The Communication Log helps you keep track of meetings, phone calls, emails, and other important interactions you may have with your student's teacher, school, or outside agency.



It is important to note what was discussed and what was decided as you fill out each entry.

Child's Name: _____ School/agency: _____

Communication Log

Date:	<input type="checkbox"/> Phone	<input type="checkbox"/> Email	<input type="checkbox"/> Letter	<input type="checkbox"/> In Person
Who initiated:		Who participated, received, or attended:		
What prompted the communication:				
What was discussed:				
What was decided:				
Date:	<input type="checkbox"/> Phone	<input type="checkbox"/> Email	<input type="checkbox"/> Letter	<input type="checkbox"/> In Person
Who initiated:		Who participated, received, or attended:		
What prompted the communication:				
What was discussed:				
What was decided:				
Date:	<input type="checkbox"/> Phone	<input type="checkbox"/> Email	<input type="checkbox"/> Letter	<input type="checkbox"/> In Person
Who initiated:		Who participated, received, or attended:		
What prompted the communication:				
What was discussed:				
What was decided:				

For additional copies of this form visit livoniaptscouncil.org

How to Organize the Evaluation Tab Section


In this section, start with the request or referral for evaluation.

Next, put your consent to evaluate.

Keeping these documents together helps ensure that the evaluation is/was completed in a timely matter.

Next, place the school-based evaluation report.

- Keep this in the same section as the request for evaluation so you can match up each request with the results.
- If your student has had a private evaluation, include that.



Evaluation Tabbed Section Continued

It's important to file the request/referral for evaluation, the consent to evaluate, and the evaluation report as a trio. Always put a new set of documents on top of the previous set.

In this section, you may want to consider flagging key information with paper clips or sticky notes. Create a system that can help you quickly find what you want to discuss with your student's IEP team.



IEPs & Procedural Safeguards Section (5th tab)

- This section is where you will keep your actual IEP Meeting Invitations, IEP Reports, and any amendment documents. They should be placed in that order and separated by year with whatever system works for you.
- I recommend another tab for Behavior Plans if applicable.

What is Section 504?

- Section 504 of the Rehabilitation Act of 1973 is a civil rights statute which **prohibits discrimination against individuals with disabilities**.
- Section 504 ensures eligible students with disabilities have **equal access to education** through the development of a Section 504 Plan.
- Some students with a disability who do not require specially designed instruction through an individualized education program (IEP) may receive accommodations, supports, and services through Section 504.



Procedural Safeguards Chart



RESOURCES



**[https://www.livoniapublicschools.org/
departments/student-services](https://www.livoniapublicschools.org/departments/student-services)**

734-744-2524

Livonia Public Schools Student Services

LPS Student Services is a dynamic and child-centered department committed to meeting the unique needs of students, staff, families, and the community through quality interventions, services, and programs.

The Department of Student Services provides leadership which strongly encourages collaboration and positive working relationships among professionals and families to meet common goals. They strive to meet unique student needs through data driven decisions, research-based interventions, current technology, and community outreach.

Livonia Public Schools Parent Advisory Committee (LPAC)

- The LPS Parent Advisory Committee consists, in part, of parents who have students receiving special education services within Livonia Public Schools.
- Each school has 1 or 2 designated parent representatives who share important information for their school community. Meetings are open to all LPS families.
- Join the Facebook group for great resources and information!



Wayne County Parent Advisory Committee (WPAC)

The Wayne County PAC consists of one or two PAC representatives from each local school district. Wayne County Parent Advisory Committee (WCPAC) members often serve as an information source for other parents in their community. Each monthly business meeting of the WCPAC includes a parent training segment on issues identified by the members.

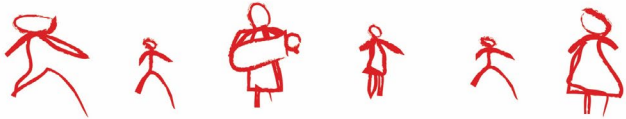
WCPAC meetings are held on the second Thursday of the following months: September, October, November, January, February, April, and May (unless otherwise noted).





Michigan Alliance for Families

*Information
Education
Support*



www.michiganallianceforfamilies.org

Michigan Alliance for Families

Michigan Alliance for Families is a statewide resource to connect families of children with disabilities to resources to help improve their children's education. They help facilitate parent involvement as a means of improving educational services and outcomes for students with disabilities. Michigan Alliance for Families can assist you in knowing your rights, effectively communicating your child's needs, and advising how to help them develop and learn.

- Michigan Alliance for Families provides printed, electronic, and multimedia information/resources.
- Michigan Alliance for Families staff are available to talk to parents and professionals about special education and related services, and disability specific information.
- Michigan Alliance for Families hosts relevant workshops across the state. All events and materials are free of charge to parents/ families.
- Michigan Alliance for Families encourages and supports parents in leadership roles.

My Recommendations

1. Bring someone with you to take notes.
2. If your child also receives services from an outside agency, make sure information is being shared/exchanged with the IEP team.
3. Request a copy of the proposed IEP a few days before the scheduled IEP. **Please be sure to understand that this is only a draft and it can be updated or amended during the IEP.**
4. At the start of the meeting, ask everyone in attendance to fill in their information on the Contact List sheet.
5. Have your binder at the ready.
6. **Always be respectful**, but never be afraid to ask questions.
7. **TRUST** that the IEP team has your child's best interest at heart. It never helps to come in with a negative attitude or with negative assumptions.
8. When it comes to IEPs, the ultimate goal is to get your child the appropriate supports they need **at that time**. Remember, as your child progresses those needs may become less. It's hard to let go, believe me, I know!



Recommendation

**Never Forget that YOU are
a part of your Child's IEP
TEAM!**



Need More Copies?

All handouts in your binder can be found
on the Livonia PTSA Council Website.

Visit:

www.livoniaptsacouncil.org

Under the Resources Tab

Email us at:

lptsac@livoniaptsacouncil.org

Questions?



**Thank
You**

Thank You for Coming!