

Preparing
for a
Lifetime
It's Everyone's Responsibility

GRANDPARENT

TOOLKIT



CONNECTING WITH SCHOOL



THE WHY



Meet needs
and explore
challenges in
schools

Expectations
change over
time

Supportive
tools and
resources to
help guide you
through this
process

Having good
connections with
school and staff
can help your
student be
more successful

SCHOOL ROLES AND STAFF

- Principal
- Counselor
- College and career counseling
- Office staff
- Teacher(s)
- Special education teachers ex. Speech, PT ,OT
- Paraprofessionals
- Reading specialist, RSA
- Bus driver
- Nurse



SCHOOL TERMS

- Native American education
- Gifted and Talented education/ Advanced Placement
- Nutrition department
 - School Nutrition Program
- State testing
- Title 1 schools
- Special services, ex. ESL
- McKinney-Vento Homeless Assistance Act



THINGS TO KNOW

Enrollment needs

Routes to school

Site location(s)

Bus information

School phone number

School calendars

Teacher contact ex. Remind, Class Dojo, Google Classroom, Canvas



TRUANCY, ATTENDANCE & SCHOOL AVOIDANCE

School avoidant behavior can show as any of the following:

Completely absent from school

Goes to school but leaves during the day or escapes to the nurse's office, guidance counselor, or another safe place.

May go to school, but only after crying, hiding in their bedroom, having an outburst, or refusing to move.

Has unusual distress about going to school and begs their parents not to make him go back.

MENTAL HEALTH

School-Based Mental Health:

This division is composed of a team of certified educators, school counselors, and licensed mental health professionals trained to support the needs of all Oklahoma students. This skilled team works to provide coaching, technical assistance, guidance documents, and professional development to districts across the state.

Oklahoma Warmline:

The Oklahoma Warmline is a program for families, child care providers, and other caregivers where callers can receive consultation and support around the difficult job of caring for and nurturing infants, toddlers, and school-aged children birth to 13 as they grow and develop.

1-888-574-
KIDS (5437)

okwarmline.org

WAYS TO GET INVOLVED:



Technology:

- Cell phones
- Apps to connect with teachers
- Social media- school or classroom Facebook pages



Remind: School Communication



ClassDojo



Google Classroom



CanvasParent

STAYING IN COMMUNICATION WITH SCHOOL



Legal
documentations



Who can pick up
students



Medications and
medical records

NURSING SERVICES



Steps for student to receive medication at school:

Check with school on policy for administering medications

Doctors' orders for prescription meds of a chronic illness

Signed consent from parent/guardian for school to administer over the counter or prescription medication

Oklahoma Family Network, care notebook

[Oklahomafamilynetwork.org/
resources-training](http://Oklahomafamilynetwork.org/resources-training)

INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

What is an IEP?

- An IEP is a written document of the educational program designed to meet a child's individual needs.
- Every child who receives special education services must have an IEP.

What if I
need help
setting up
an IEP?

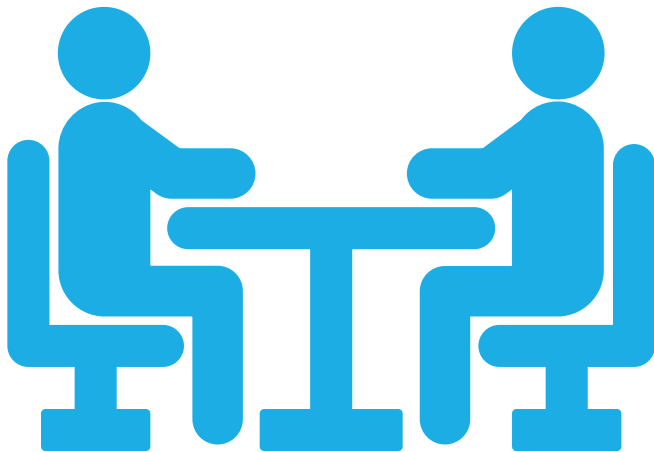
An IEP has two general purposes:

1. Establish measurable annual goals for the child
2. State the special education, related services and supplementary aids and services that the public agency will provide to, or on behalf of the child

The IEP team will consider the child's involvement and participation in three main areas of school life:

1. general education curriculum
2. extracurricular activities
3. nonacademic activities

WHAT HAPPENS DURING AN IEP MEETING & WHO IS INVOLVED?



The different members of the IEP team share their thoughts and suggestions. This will allow the team to discuss and decide on the statements associated with each IEP's component, as listed within IDEA.

IDEA is the Individuals with Disabilities Education Act which include five factors:

- Behavior
- Limited English proficiency
- Blindness or visual impairment
- Communication needs/deafness
- Assistive technology

Members of an IEP meeting include, but are not limited to:

- Parents/guardians
- Child's teacher(s)
- Special education teacher
- Child (when appropriate)
- Other professionals or specialists that make sense ex. Principal, speech therapist, PT/OT

CONTENTS OF AN IEP

- Present levels of academic achievement and functional performance
- Annual goals for the child
- Special education and related services to be provided to the child
- How much of the school day the child will be educated separately
- How and if the child is to participate in state and district wide assessments
- When services and modifications will begin, how often and location
- How the IEP team will measure the child/s progress

504 PLAN

The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

504 PLAN CONTINUED

Who is eligible to receive a 504 Plan?

- Any student who has a disability that limits daily life activities such as self-care, walking, speaking, seeing, breathing, hearing, or learning.

How is a 504 Plan made?

1. A parent or guardian, teacher or other school staff member, health care provider, or therapist asks the school to evaluate the student for a 504 plan
2. The child's grades, test scores, medical records, and what teachers report about the student, will be reviewed to decide if the student is eligible for a 504 plan
3. If it is decided that a student is eligible, the school will work with the parents/guardians to decide what kind of accommodations the student needs to succeed. These are listed in the 504 plan.

WHAT DOES A 504 PLAN INCLUDE?

sitting in a certain place or with a certain desk or chair in the classroom

extra time on tests and assignments

use of speech-to-text (dictation) for writing

modified textbooks (such as one that can be read aloud to the student)

adjusted class schedules

verbal (out loud) testing

allowing visits to the nurse's office

occupational therapy or physical therapy

HOW DO 504 PLANS AND IEP'S DIFFER?

The main difference is that:

- A 504 plan provides accommodations so a student can learn in a regular classroom.
- An IEP is a plan for specialized learning (for example, for dyslexia) or special education. 504 plans don't usually change what the child learns but IEPs can.

There are other differences too, such as who is eligible, who creates the plan, and how changes are made to the plan.

Some students have both a 504 plan and an IEP. For example, a student with autism spectrum disorder may have an IEP for learning supports and a 504 plan for occupational therapy.

RESOURCES

[Oklahoma City Public Schools- Family Engagement](#)

www.okcps.org then search for family engagement

[Tulsa Public Schools- Family Engagement](#)

www.tulsaschools.org then search for family engagement

[Oklahoma Parents Center- IEP information](#)

www.oklahomaparentscenter.org then search for IEP information

[Oklahoma Warmline](#)

www.okwarmline.org

[Oklahoma Family Network](#)

www.oklahomafamilynetwork.org

[American Indian Education in OK Schools](#)

www.sde.ok.gov/Indian-education

[Safe Routes to School](#)

www.odot.org/srts