



WASD
Wilson Area
School District

Office of Student Services
Newsletter

Our quarterly newsletter will now be available and accessed via the District website under the special education tab.

Volume 4, Issue 2
Winter 2017

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Skyward Family Access

Beginning this school year, all student report cards are now accessed via Skyward's Family Access. This also includes all IEP progress reports. You can also opt to receive your child's IEP/Gifted/ or Section 504 paperwork via Skyward's Family Access. How does it work?

Step 5: Click on DISPLAY OPTIONS

Step 6: Click on Most recent IEP date. All forms associated with this IEP date will be listed. This includes IEP goal progress report.

Step 1: Contact your child's school to obtain your username and password.

Ask your child's case manager for a copy of the Directions for Parents for further assistance, or feel free to contact the Student Services Office at 484-373-6000.

Step 2: Log in to Skyward Family Access. A link can be found on the District Website.

Step 3: Click on the PLUS sign on the left hand side of the screen to access the dropdown menu.

If you would like to request hard copies of your child's paperwork at anytime, feel free to contact the Student Services Office at 484-373-6000.

Step 4: Click on the STUDENT SERVICES in the drop down menu.



School Guidance Office Contact Information:

- Wilson Borough Elementary
484-373-6220
- Avona Elementary
484-373-6250
- Williams Township
484-373-6170
- WAIS
484-373-6110
- WAHS
484-373-6040

Important Upcoming Dates

- | | |
|---|---|
| 1/20/17: Beginning of Marking Period 3. | 3/14-3/15/17: Kindergarten Registration Avona |
| 2/10/17: March SAT Registration Deadline | 3/23-3/24/17: Kindergarten Registration Williams Township |
| 2/20/17: School Closed | 3/24/17: End of Marking Period 3. |
| 3/9-3/10/17: Kindergarten Registration WBES | |





Who Is On My Child's IEP Team?

The Individuals with Disabilities Education Act (IDEA) calls for a team of individuals, including parents and school personnel, to work together to develop an Individualized Education Plan (IEP) for a child who qualifies for special education services. Because IEP decisions are made by a team rather than by any one individual, it is important and helpful to understand the role of each member. While each person brings a different set of experiences, concerns, and skills to the table, you can expect that they all share a common goal: enabling the child to succeed in school and in life.

Representative of the Local Education Agency (LEA): The School District representative is a required IEP team member. The individual may be a school administrator or an administrative designee. This individual must be knowledgeable about the general education curriculum and the availability of resources of the School District.

The School District LEA:

- Provides information regarding the array of services available in the District.
- Represents the interests of the School District and School District personnel, including regular and special education.
- Commits agency resources to ensure that services in the IEP will be provided as agreed upon by the team.

Regular Education Teacher: At least one regular education teacher is required to participate as an IEP team member if the child is, or may be, participating in the regular education environment. This teacher should be a teacher who is, or may be a teacher of the child. The regular education teacher has knowledge and expertise about the content of the grade level general curriculum, the subject matter, as well as the classroom expectations and daily schedule. The regular education teacher:

- Provides information about the student's performance in the regular education setting.
- Shares information about the general curriculum
- Identifies areas of concern in relation to the regular education classroom
- Makes recommendations about effective accommodations to used in the regular education classroom
- Suggests ways parents can approach homework and other opportunities to reinforce learning at home.

Special Education Teacher or Service Provider: The special education teacher is a required IEP team member and plays a central role in IEP planning and program implementation. Special Education teachers have received teacher training specific to particular areas of disability and are licensed in one or more special education categories. They have expertise about the disability and the impact on the student's developmental and educational progress.

The special education teacher:

- Provides current information, research, student assessment, and progress reporting data to guide the team in making IEP decisions.
- Make recommendations for individualized learning strategies and effective modifications for both at school and in the community.
- Help regular educators adapt their teaching techniques and individualize or modify curriculum in the classroom.
- Locate alternate teaching materials, assistive teaching technology devices, and other needed resources.
- Assist the team in finding ways to include the student in all

aspects of the regular school program, including extracurricular activities.

- The special education teacher is assigned as the role of the case manager. They are responsible to coordinate the delivery of special education services and serve as the primary contact for the parent.

The Parent: Long after the last teacher or therapist has disappeared from your child's life, you will be the one to support and encourage your child. Your active participation as a member of his or her IEP team will help to ensure we are meeting your child's needs. Although it may feel intimidating by all the professionals who outnumber you at the meeting, it is helpful to remember your role's importance because of the following factors:

- You are the expert on your child.
- Your in-depth, ongoing relationship provides you with a wide-angle view of the child
- Parents are the only continuous member of your child's IEP team

To participate meaningfully and effectively as an IEP team member, parents will want to carry out the following:

- Read notices and reports and documents the school provides. If you don't understand something, ask for clarification
- Help your child to actively participate in the IEP process as much as appropriate
- Provide feedback to the team. Alert the team to any concerns. Celebrate successes. Everyone likes to be on a winning team.

-www.pacer.org

35 Great Websites for Parents of Children with Special Needs

1. Autism Society: www.autism-society.org
2. Council for Exceptional Children: www.cec.sped.org
3. Easter Seals: www.easterseals.com
4. Family Voices: www.familyvoices.org
5. Federation for Children with Special Needs: www.fcsn.org
6. Family Hope Center: www.familyhopecenter.org
7. Family Resource Center on Disabilities: <https://frcd.org>
8. National Association of Parents with Children in Special Education: www.napsce.org
9. National Council on Independent Living: www.ncil.org
10. National Center for Learning Disabilities: www.nclد.org
11. National Collaborative on Workforce and Disability: www.ncwd-youth.info
12. National Down Syndrome Society: www.ndss.org
13. Pacer Center: www.pacer.org
14. Parent to Parent USA: www.p2pusa.org
15. National Center for Learning Disabilities Scholarships: www.nclد.org/scholarships-and-awards/
16. Possibilities: www.pacer.org/publications/possibilities/
17. Project10: project10.info
18. Answers 4 Families: www.answers4families.org
19. Center for Parent Information and Resources: www.parentcenterhub.org
20. Closing the Gap: www.closingthegap.com
21. Disabled Sports USA: www.disabledsportsusa.org
22. The M.O.R.G.A.N. Project: themorganproject.org
23. National Center for Learning Disabilities FAQ: <https://www.understood.org>
24. Office of Disability Employment Policy: www.dol.gov/odep/
25. Reading Rockets: www.readingrockets.org
26. US Department of Education: <http://www2.ed.gov/parents/needs/speced/list.jhtml>
27. Ability Path: www.abilitypath.org
28. Autism Web: www.autismweb.com
29. Help Guide: www.helpguide.org
30. LD Online: www.ldonline.org
31. Children's Disabilities Information: www.childrensdisabilities.info
32. Explaining Special Needs to Your Child: www.friendshipcircle.org/blog/
33. Love that Max: www.lovethatmax.com
34. The Life Unexpected: lifeunexpected.com
35. The Shut-Down Learner: shutdownlearner.com/blogs/



Office of Student
Services



2040 Washington Blvd.
Easton, PA 18042

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Fax: 610-258-6421
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WASD
WILSON AREA SCHOOL DISTRICT

Enter to learn...Go forth to serve.

We're on the web!
www.wilsonareasd.org

Enter to learn.....The Wilson Area School District will provide a safe environment and a variety of learning experiences that embrace diversity and allow all students to achieve to their fullest potential as responsible and productive citizens, who become life-long learners. The District and Community will work in partnership to prepare our students for tomorrow's challenges so that they may..... Go forth to serve

Access Services' Transition to Independence Process (TIP)

What is TIP? Access services has partnered with County Departments of Mental Health/Developmental Programs, and County Behavioral Health Systems, as well as Magellan Behavioral Health of PA to provide the TIP Program in Bucks, Lehigh, and Northampton Counties. TIP is an empirically supported model developed to work with young adults experiencing emotional and/or behavioral difficulties. More information can be found at www.tipstars.org. TIP works to engage and support young adults in their own futures planning process across five transition domains: Educational Opportunities, Living Situation, Employment and Career, Community Life Functioning, and Personal Effectiveness and Wellbeing.

TIP provides a great deal of flexibility and works to engage young adults through relationship development, person-centered planning, and a focus on the young adult's future. Services and supports are tailored to be accessible, appealing, non-stigmatizing and developmentally appropriate, and will build upon strengths to support the young adults in pursuing their goals across the five transition domains. Personal choice and social responsibility are acknowledged and developed, and personal competencies will be enhanced to support the young adults in greater self-sufficiency and confidence. TIP will work to ensure that a safety net of support to include informal and formal key players in the young adult's life will be in place. TIP will maintain an outcome focus and will involve you adults, parents, and

community partners at the practice, program, and community levels.

Who Is Eligible? Young adults ages 16-26 with emotional and/or behavioral struggles who have primary psychiatric diagnosis (Axis I). Young adults who live in Bucks, Lehigh, and Northampton County and have Medical Assistance. Anyone can make a referral using the TIP referral form.

For More Information Contact:

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610-866-6667 x222