

Together We Can Make a Difference:

The mission of the Aurora Special Education department is to supplement and enhance classroom instruction by assisting students in developing the skills and strategies to become confident, independent, and active learners.

Only by working together can we achieve excellence and provide a quality education for all our students.

We Have a Problem...

When children experience unfairness, misunderstanding, hurt feelings, or conflict it causes difficulty for children, parents, and school staff. The following is a guide to successfully solve problems.

Step 1: Take your concern to the person closest to the problem.

No matter where the problem is, take your concern there first. Whether in the classroom, on the bus, or on the playground, the quickest and easiest solution is usually found with the staff member most directly involved.

Make time to talk with school personnel regularly, before problems are encountered. Tell them when things are going well, and communicate any concerns you have quickly and openly.

If you call for an appointment to see your child's teacher, let them know in advance what is the general nature of your concern.

The problem you or your child faces may be the result of an oversight or misunderstanding that can

be easily corrected once it is brought to the attention of the staff member most directly involved. Give them a chance to tackle the problem first.

Step 2: Present your concern to the next level.

The Principal is responsible for supervision of staff within buildings. The Special Education Director is responsible for all special education staff. The transportation director supervises school bus drivers. Each one is an example of the next level of school personnel you should contact if the staff member closest to the problem hasn't been able to satisfactorily resolve the difficulty.

Their ability to help will be improved if you share the steps you have already taken with the staff member closest to the problem, or if you openly share with them the reasons why you feel uncomfortable dealing directly with the person who is closest to the situation.

Supervisory personnel will rarely have ready access to the information they will need to be of immediate assistance and working through them will often require additional time.

Step 3: Talk with the Superintendent of Schools.

Sometimes all the best intentions can't solve a problem. When you believe you've worked hard with those closest to the problem, and you've taken the problem to the next level but still haven't achieved a satisfactory outcome, the superintendent of schools is the next place to go.



The Aurora Public Schools does not discriminate on the basis of race, color, national origin, gender, marital status, disability, or age in admission or access to, or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of non-discrimination:

If you have questions, contact:

Mr. Damon McDonald, Supt.

Aurora Public Schools

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Parent Rights and Responsibilities as Part of the IEP Team

Special Education

As a parent, you have the right to participate in meetings to develop your child's IEP (Individual Education Plan). You have the right to be notified of the IEP meeting early enough to make arrangements to attend. You have the right to participate in the IEP meeting by other means, such as the telephone, if you cannot attend in person. You have the right to be informed regularly of your child's progress toward annual goals.

You are an essential part of the IEP Team. We value your input.

Preparation for the IEP Meeting

- Gather information about your child that you want to share with the team.
- Examine the long-range goals you have set for your child.
- Consider annual goals that will have value for your child and your family.



The IEP Meeting Process

Where are we going?

- Review the results of the evaluation team report and/or the current IEP and any new information.
- Talk about what worked well this past year.
- Talk about what did not work well.

Where are we now?

- Determine strengths and interests.
- Determine areas of child's needs.
- Discuss your child's present level of performance.

How far can we get this year?

- Write goals and objectives that will have value to your child.
- Build goals on strengths to help reach long range goals.
- Discuss modifications and accommodations.
- Discuss how progress will be evaluated.

How will we get there?

- Determine what special education and related services will be needed to implement your child's goals and objectives.
- Document modifications and accommodations needed by your child for him/her to be successful in the general classroom.

What route will we take?

- Assume the child will be in the general education classroom.
- Only remove the child from the general education classroom for times when the team agrees that his needs cannot possibly be met there.
- Develop a plan that is as natural as possible.



Implementing the IEP

In order to reach the destination, everyone needs to follow the map to implement the IEP.

- Work together. Focus on the strengths and gifts of your child.
- Build relationships with each other.
- Support the IEP at home as well as at school.

Be flexible and active in the IEP process.

Reviewing the IEP helps us remember where we have been and reminds us to check the map to see if we are still heading in the right direction.

It is a chance to celebrate, build on where we have been and to set new directions.