

A PARENT QUICK GUIDE TO

Preparing for Your Child's IEP

This page contains a summary of information that parents may use to guide their active and equal participation on their child's team. The content is only a summary and further exploration of listed resources is encouraged.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) - a written statement for a child with a disability that is developed, reviewed, and revised in accordance with federal and state regulations; outlines the educational goals, objectives, supports, and services for your child.

TERMS TO KNOW

ACCESS - means to have an opportunity to participate in activities with typically developing peers.

EVALUATION TEAM REPORT (ETR) - is the written report (documentation) that summarizes the evaluation results, including the child's educational needs, and team determination of special education eligibility.

LEAST RESTRICTIVE ENVIRONMENT - means that to the maximum extent possible, children with disabilities are educated with children who are nondisabled.

PARENT'S GUIDE: WHOSE IDEA IS THIS? - is given to you at least one time per year. This guide summarizes Ohio's special education rules, including your rights and the rights of your child.

PRIOR WRITTEN NOTICE (PR-01) - is information in writing before the school district proposes to implement or refuse any action related to your child qualifying for and/or receiving special education services; also provides information on your rights if you disagree with the district's decision.

PARENT INVITATION (PR-04) - is a written invitation to a meeting about your child with date, time, location, and purpose of meeting.

SPECIAL EDUCATION - is specially designed instruction, provided at no cost to the parents, to meet the unique needs of a child with a disability.

SPECIALLY DESIGNED INSTRUCTION - is adapting the content, methodology, or delivery of instruction as appropriate to the needs of a child with a disability.

PARENT PREPARATION

- Keep a notebook, or some type of organization system, to help track your notes, questions and other information relevant to your child's disability and educational needs.
- Keep and organize your child's work samples, progress notes, evaluations, etc.
- Ask someone you trust to attend a meeting with you if you feel you need support.
- Take *Whose IDEA is This* (Parent Guide) to the meeting with you for reference.
- Share with the school your goals, priorities and future hopes for your child.

- Share with the school relevant information from outside sources, such as therapists, doctors, etc.
- If your child will attend the meeting, prepare them for what the meeting is about, who may be there, and what will be discussed.
- In advance of the meeting:
 - Share with the school the information about your child that will help the team prepare for the IEP meeting (examples: safety concerns, medical issues, strengths/challenges, motivators, needs, strategies that work at home/community, situations that are difficult for your child).
 - Request a draft of the IEP to review / make notes.
- Reschedule the meeting if you cannot attend; ask to meet again before you sign the IEP if you need additional time to review information that was presented to you at the IEP meeting.

QUESTIONS TO CONSIDER WITH THE TEAM

- What skills does/doesn't my child demonstrate in the classroom compared with typical peers?
- What data does the team have (classroom skills, tests etc.) that shows how my child is doing with regard to achieving goals, instructional objectives and skill development?
- What skills does my child need to perform academically? Functionally?
- What are the prioritized needs of my child and are they best addressed through the IEP goals? (Not all "needs" will be addressed through IEP goals. They may be addressed through typical instruction, accommodations, behavior plans, etc. This is an area for the team to discuss.)
- Would my child benefit from participating in the general education classroom all or part of the day? What would that look like?
- Is my child making significant progress toward achieving the IEP goals and how will the progress be reported to me?

RESOURCES

Contact your local school district special education administrator

State Support Team Region 6 _____ 800.686.2945 _____ www.sst6.org

Ohio Department of Education _____ education.ohio.gov
Special Education is under "Topics"

Ohio Coalition for the Education of Children with Disabilities _____ www.occde.org

Parent Center for Information and Resources _____ www.parentcenterhub.org/repository/iep

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