



A PARENT'S QUICK GUIDE TO

Preparing for Your Child's Individualized Education Plan (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.

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

Adapted from Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (2008).

TERMS TO KNOW

ACCESS - An opportunity to participate in activities with typically developing peers

EVALUATION TEAM REPORT (ETR) - The written report (documentation) that summarizes 1) the evaluation results, including the child's educational needs, and 2) the team's determination of special education eligibility

LEAST RESTRICTIVE ENVIRONMENT - An environment in which to the maximum extent possible, children with disabilities are educated with children who are nondisabled

PARENT'S GUIDE: *A Guide to Parent Rights in Special Education* - Provided to you at least once per year, this guide summarizes Ohio's special education rules, including your rights and the rights of your child.

PRIOR WRITTEN NOTICE (PR-01) – Written notification that includes 1) a description of what the school district proposes or refuses to implement related to your child's qualifying for and/or receiving special education services and 2) an opportunity for you to agree or disagree

PARENT INVITATION (PR-02) - A written invitation to a meeting about your child with date, time, location, and purpose of meeting

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

SPECIALLY DESIGNED INSTRUCTION - An adaptation of 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 him/her 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? 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

The Special Education Administrator in Your School District

State Support Team Region 5 – 330-533-8755- www.sstr5.org

Ohio Department of Education - education.ohio.gov (Special Education is under *Topics*.)

Ohio Coalition for the Education of Children with Disabilities - www.ocecd.org

National Dissemination Center for Children with Disabilities: *Developing Your Child's IEP* - www.nichcy.org

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