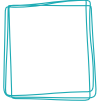




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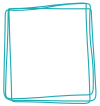
IEP BINDER

ANNUAL MEETING CHECKLIST



Write Parent Input Statement

- Send Parent Input to the team at least a day before the meeting
- Template Included



Request a Draft of IEP

- DSL can help you review the document



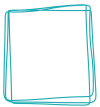
Attend Meeting

- DSL can help you prepare for the meeting or attend with you.

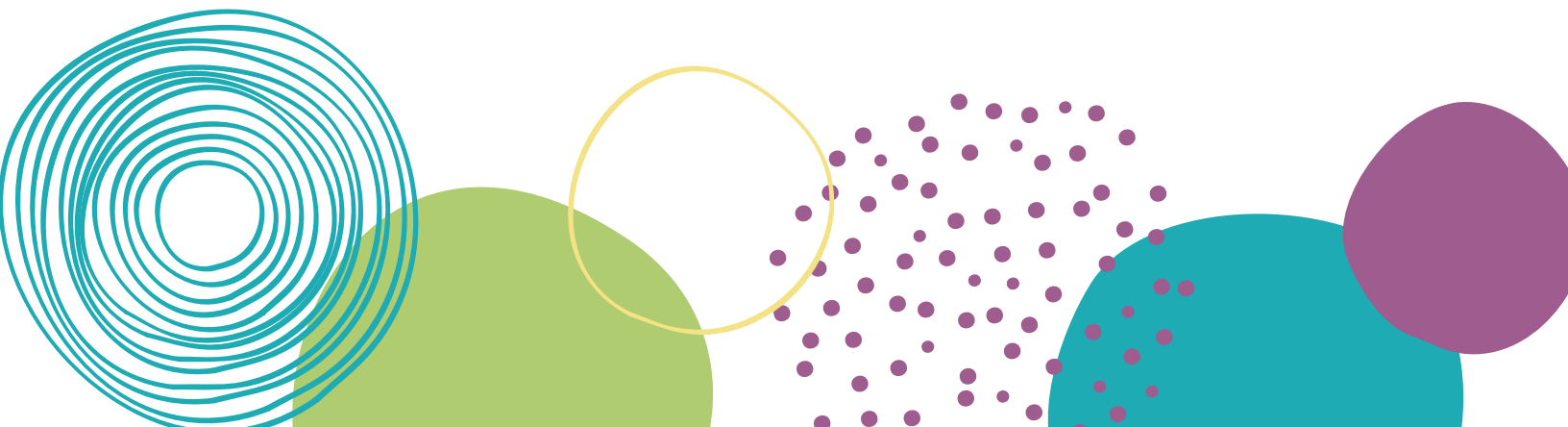


Send a Follow up Email to Team

- Template Included



Keep All Communication



STEPS OF THE SPECIAL EDUCATION PROCESS

1. Referral for Special Education Evaluation

Who can refer: A parent, teacher, or other school personnel may refer a student for evaluation if they suspect the child has a disability that affects learning.

Request in writing: Parents may make a formal request for an evaluation in writing to the school district.

Consent: Before the school can proceed with evaluation, parental consent is required.

2. Evaluation

Purpose: The evaluation is conducted to determine if the child has a disability and to identify their specific educational needs.

Timeline: In Kentucky, once the consent for evaluation is received, the school has 60 school days to complete the evaluation.

Team: A team of qualified professionals, including special education teachers, general education teachers, school psychologists, and related service providers, conducts the evaluation.

Components: The evaluation includes various assessments (academic, behavioral, psychological) and a review of the child's medical, developmental, and academic history.

3. Eligibility Determination

Meeting: Once the evaluation is complete, an eligibility determination meeting is held with the school staff and parents to review the evaluation results.

Decision: Based on the evaluation, the team determines if the child qualifies for special education services under IDEA (Individuals with Disabilities Education Act)

4. IEP Development

Once a child is found eligible, the IEP must be developed within 30 calendar days.

Team: The IEP team includes the child's parents, general and special education teachers, a school district representative, and, if appropriate, the child. Other professionals (e.g., speech therapists) may also attend.



Content of IEP includes:

Present levels of performance: A description of the child's current academic and functional performance.

Annual goals: Specific, measurable goals for the child's progress over the next year.

Services and supports: A detailed outline of the special education services, related services (e.g., speech therapy), and accommodations/modifications the child will receive.

Least Restrictive Environment (LRE): A plan to ensure the child spends as much time as possible with peers without disabilities.

Progress monitoring: A system to track and report the child's progress toward goals.

5. Parental Consent and Implementation

Once the IEP is developed, parents are asked to provide consent before services begin. The school is responsible for providing the services and accommodations outlined in the IEP.

6. Annual Review

The IEP is reviewed at least once a year to assess progress toward the goals and make necessary updates. Parents, teachers, and service providers meet to review the child's progress and make adjustments to the IEP if needed.

7. Reevaluation (Every Three Years)

Every three years, the child must be reevaluated to determine if they still qualify for special education services. The reevaluation can also be done sooner if requested by the parent or school staff.

8. Dispute Resolution

If parents disagree with the IEP or any part of the special education process, they have several options for resolving disputes:

Mediation: An impartial mediator helps both parties reach an agreement.

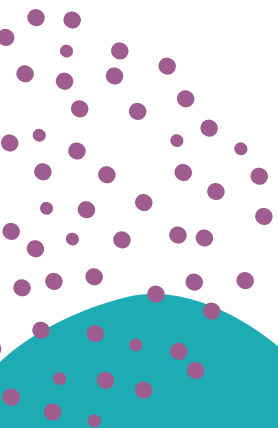
Due Process Hearing: A formal legal proceeding where parents can present their case before an impartial hearing officer.

State Complaints: Parents can file a complaint with the Kentucky Department of Education

Transition Services: Starting at age 14, the IEP must include transition services to prepare the student for postsecondary life (e.g., higher education, employment).



EVALUATION REPORTS



PARENT INPUT

The right to participate in meetings related to their child is one of the most important and powerful of parent rights.

Parents have the right to participate in meetings concerning:

- **their child's identification** as a child with a disability and eligible to receive special education and related services under IDEA
- **their child's evaluation** A complete evaluation will be given to find the child's present levels in the areas of communication, cognitive and social-emotional. An independent evaluation can be requested. DSL can provide this evaluation with Dr. Jenny Kimes. There is a fee for this service. Call DSL to learn more.
- **the IEP team:** which develops, reviews, and revises the IEP of their child
- **their child's educational placement.** This is the last step of the process there is a continuum of placements which include: the general education classroom (which is the least restrictive setting) a combination of general and special education classrooms, the self-contained classroom, or lastly a hospital or residential facility, or homebound or home instruction (the most restrictive).



PARENT INPUT

Each year it is important to review and revise your input to the IEP team.

A parent input statement to the Individualized Education Program (IEP) team is an important opportunity to share your perspective on your child's strengths, needs, and educational goals. Here's a guide on what to include:

1. Strengths

Highlight your child's skills, talents, and achievements.

Mention interests that can motivate your child in school.

Discuss areas where your child excels, both academically and socially.

Example:

"My child is very creative and enjoys drawing and writing stories."

"They work well in small groups and thrive when given hands-on activities."

2. Concerns or Areas of Need

Be specific about the challenges your child faces, such as academic difficulties, behavioral concerns, or social/emotional struggles.

Include any recent observations at home or outside of school that may affect their learning.

Example:

"I've noticed that my child struggles with reading comprehension and often gets frustrated with homework."

"They have difficulty focusing during class and sometimes feel overwhelmed."

3. Educational Goals

Share your vision for your child's short- and long-term educational progress.

Identify any academic, social, or behavioral goals you would like the IEP team to prioritize.

Example:

"I would like my child to improve their reading skills, particularly decoding and fluency."

"I hope to see my child build more self-confidence in social interactions."

4. Support at Home

Describe how you support your child at home with their learning or any strategies you have found helpful.

Offer suggestions for how the school can collaborate with you to ensure consistency between home and school support.

Example:

"We practice reading every night using phonics-based books, and it would help if similar methods are used in the classroom."

"I'm available to work with the school to develop a behavior support plan that we can also use at home."

Example of Parent Input

Dear IEP Team,

I am grateful for the opportunity to provide input into the development of my child's Individualized Education Program (IEP). I believe that effective collaboration between home and school is essential to support my child's educational and developmental needs. I am looking forward to our meeting on (date). This is our parent input, I would like it to be discussed at the meeting and attached to the IEP.

We envision (Child name) living a fulfilling life where he is prepared for further education, employment, and independent living. We expect (Child name) will be a very integrated and contributing member of his community.

This year we want (Child name) to be educated in the least restrictive environment with the appropriate accommodations, modifications, and supports.

(Child's name) is observant and learns by watching the people around him. He looks to his typical peers for cues to both social and educational engagement.

This year we desire for (Child name) to be able to improve his ability to advocate for himself when he is overwhelmed or confused about an assignment or has other needs.

We want (Child name) to improve his conversational skills so he can communicate with friends. (Child name) learns best with repetition, structure, visual supports, and peer examples.

He has a strength in letter recognition and letter sounds and we would like to build on that strength this upcoming year as he moves into sight words and pre-reading.

(Child name) is motivated by praise (cheers, claps, high fives) He loves music. It helps to use it as a motivator to do the things being asked of him.

He responds well to "first/then" statements and visual support is very important.

(Child name) does not respond well to being rushed, yelled at, or talked to negatively. In these instances, he will shut down.

When a behavior issue occurs we recommend responding but not reacting. We have concerns about elopement and reminders/schedule for toileting.

We desire a routine weekly communication plan between school and home to be a priority so we can know what is going on at school and reinforce what is being taught. This includes using the same language and seeing pictures of materials used so we can replicate them at home.

We appreciate your time and look forward to working together this year.
Sincerely,



Before the Meeting

- Has the IEP meeting been scheduled for a date and time that everyone is available?
- Have updates, draft goals, data, and reports been shared between ALL team members so nobody is surprised at the meeting with information that needs time to process?
- Does any further testing need to happen before the meeting to ensure that smart decisions are made regarding goals, supports, services, modifications, etc?
- Is everyone ready to report on the child's present levels of performance in their area of expertise, including the parent?

During the Meeting

- Has everyone, including the parent, participated in creating meaningful goals for the child's long-term success?
- Have all areas of the education experience been addressed, including inside and outside the classroom (the bus)?
- Has the team discussed the support needed in each environment to help the child be successful?
- Have behavior and behavior strategies been discussed?
- Have service minutes been reviewed and clearly defined on how they will be used by each provider? (teacher education, pull out, push in, the entire school not just the classroom)
- Has data collection been discussed and how will it be shared with the entire team including the parent?
- Has a school-to-home communication plan been put into place?
- Has the child's schedule for the day been created with minimal transitions?
- Has assistive technology been discussed?
- Has the child participated in the meeting to the best of their ability including choosing their own rewards/motivators.

After the Meeting

- Have you followed up with an email to the team?
- Have you filed your IEP where you can locate it easily?





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PROCEDURAL SAFEGUARDS

What are my rights as a parent?

At Admissions and Release Committee (ARC) meetings, the Individuals with Disabilities Education Act (IDEA) requires school districts to offer parents a written copy of their Procedural Safeguards. Procedural Safeguards describe the rights and protections that parents and their child(ren) have under the IDEA. The district will offer a written copy of the Procedural Safeguards before every ARC meeting.

DOWNLOAD THE PROCEDURAL SAFEGUARDS NOTICE HERE





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CURRENT IEP

Keep your current IEP document in this section of your binder where you can find it so you can refer to it as needed.



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SPED REGS

Kentucky Administrative Regulations



Indiana Regs





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GOAL TRACKING

Keep IEP goal tracking sheets where you can refer back to them and watch progress.



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COMMUNICATION

Keep records of communication

After communicating always follow up with an email regarding what you understood from the conversation, or meeting.



Example of Follow-up Email

Dear IEP Team,

Thank you for your time at (child's name) IEP meeting. Thank you for caring about (child's name) and for helping him learn and grow this past year. We are excited to see the progress he makes in this coming year.

These are some of the highlights I understood from our meeting:

- (child's name) will be included in the general education classroom with push-in support from a special ed co-teacher for math and reading. Additionally, he will be in the resource room four times a week for 45 minutes for specialized instruction involving both math and ELA.
- He will receive speech therapy, occupational therapy, and physical therapy.
- He will be in a resource room for two 20-minute sessions a week to work on social skills.
- There will be a focus this year on using scripts to help (child's name) in communication and social skills.
- He will have an iPad accessible to help with communication.
- There will be weekly communication from the teacher so we can pre-teach and reteach skills at home.

If we have misunderstood anything please let us know in writing with a reply to this email.

Sincerely,

