



Planning Your Child's Individualized Education Program (IEP): Some Suggestions to Consider

FAPE-25

Before the IEP team meeting:

- Consider the vision you have for your child for the future as well as for the next school year.
- List your child's strengths, needs, and interests and your major concerns about his or her education.
- Consider how your child's disability affects his or her education.
- Think about your child's educational progress. What has been working and what has not?
- Request a written copy of your child's evaluation results or a meeting with school staff to discuss the evaluation before the IEP meeting. This gives you an opportunity to understand the evaluation before the IEP team meeting for your child.
- Consider the evaluation results. Do these results fit with what you know about your child? Is the evaluation complete and accurate? If you disagree with the school's evaluation, you may request, in writing, an independent educational evaluation (IEE) at no cost to you. The school must pay for the evaluation or show the due process hearing officer that its evaluation is appropriate. The results of an IEE must be considered by the IEP team in planning your child's IEP.
- Consider a variety of ways to involve your child in developing his or her IEP, starting at a young age if appropriate. Self-advocacy skills are important to develop.
- If needed, plan to bring someone with you to the meeting with knowledge or special expertise regarding the child, such as a spouse, relative, friend, related service personnel or representative from a local disability organization.

At the IEP team meeting:

The IEP meeting is very important. You, the school personnel, and other IEP team members attending the meeting will review and discuss information about your child to develop the IEP. It provides an excellent opportunity to ask questions and share important insights about your child, whom you know better than anyone else does. The school needs to know what your child is like at home and in the community, as well as what your child's interests and activities are.

- Make sure others at the IEP meeting never forget that the meeting is about a real child – your child.
- Share your visions for your child, both short-term and long-term.
- Discuss your child's strengths and needs and any concerns about your child's education.
- Remember that diagnostic tests and assessments do not present the total picture.
- When you believe that the teacher and school personnel are doing a good job, tell them so. Praise, when deserved, is a great thing.
- Be a good listener. Ask questions.
- Make sure you understand. If you don't understand something, ask to have it explained in a way that you can understand.
- Expect that what you know about your child will be used in making decisions.

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Families and Advocates Partnership for Education (FAPE)
FAPE Coordinating Office: PACER Center, Inc. 8161 Normandale Blvd., Minneapolis, MN 55437
952-838-9000 voice ~ 952-838-0190 TTY ~ 952-838-0199 fax ~ 1-888-248-0822 toll-free
Web site: www.fape.org ~ E-mail: fape@pacer.org
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NOTICE OF OPTIONS FOR YOUR CHILD'S TRANSITION
Transition from Preschool Early Intervention to School Age Program
CSIU Preschool Early Intervention (EI) Program

Notice of Transition Process Options

All children currently eligible for special education in Preschool Early Intervention and registered with the school district or charter school remain eligible for special education in their school district or charter school unless the school district, charter school, or Preschool Early Intervention program completes a reevaluation that determines the child is no longer eligible for special education. All eligible students must have an *IEP* in place by the beginning of the school year. If the *IEP* team proposes a program with which you do not agree, you must initiate administrative proceedings, such as mediation or due process hearing to resolve the areas of disagreement. The district or charter school must continue to provide the program and services described in the Preschool Early Intervention *IEP* until the mediation process is complete or a determination by a hearing officer or court is issued. If you intend to register your child with your school district or the charter school, there are several options the school district or charter school will discuss with you about how the team may proceed with your child's transition.

The team can consider the following options:

1. Adopt the EI Preschool IEP for School Age

You and the school district or charter school can decide to adopt the EI Preschool Evaluation or *IEP* and implement the *IEP* as your child's school age *IEP*. The school district would then issue a *NOREP* indicating this recommendation, unless doing so would result in the child's reevaluation not being conducted every two year— in which case the parent must agree in writing to waive the reevaluation prior to exercising this option. Waiving the reevaluation is not part of the reevaluation process. Waiving the reevaluation is recommended by the school district or charter school (LEA), not the *IEP* team. The parent must be in agreement with the determination to waive the reevaluation. Parent signature is required on the Agreement to Waive Reevaluation form.

2. Adopt the EI Preschool IEP with Revisions

You and the school district or the charter school can decide to adopt the EI Preschool *IEP* with revisions. The school district or charter school would discuss with you the proposed revisions to the *IEP* and then issue a *NOREP* to gain your approval. The school district or charter would then send the revised *IEP* and *NOREP* indicating this recommendation unless doing so would result in the child's reevaluation not being conducted every two year— in which case the parent must agree in writing to waive the reevaluation prior to exercising this option by completing the Agreement to Waive Reevaluation form.

3. Conduct a Reevaluation

You and the school district or charter school determine that a reevaluation is necessary. The school district or charter school will notify the parent in writing within a reasonable amount of time after receipt of the Intent to Register form that a reevaluation, consisting of a review of existing data and information will be conducted. The school district or charter school is not required to issue the *Permission to Reevaluate - Consent Form* when the reevaluation is only a review of data. The school district or charter school will notify the parent using a letter/notice developed by the school district or charter school. If the team is meeting to review existing evaluation data, the *Invitation to Participate in the IEP Team Meeting or Other Meeting* can be used by checking "Other" and noting that the meeting is to review data as part of a reevaluation.

If, through the review of existing evaluation data the *IEP* team as described above determines that additional data are needed, the school district or charter school will issue the *Permission to Reevaluate - Consent Form* to obtain parental consent to collect the additional data. Within 60 calendar days of the date the school district or charter school receives parental consent (not including summer days) to collect additional data; the parent will receive a copy of the *Reevaluation Report*. The *Reevaluation Report* will summarize the data reviewed during reevaluation, the decision about whether additional evaluation data are needed, and make a determination about a child's continued eligibility for special education services.

If your child remains eligible, the school district or charter school will convene an *IEP* meeting within 30 calendar days of the *Reevaluation Report* or within a reasonable amount of time to assure a smooth transition to school-age programs, and a new *IEP* and *NOREP* will be issued.

Within a reasonable period of time from the receipt of the signed *Intent to Register* form, but no later than April 15, the school district or charter school will notify the parent in writing and initiate one of the options as noted above. Regardless of which option is chosen, if the child is eligible for special education and related services, an *IEP* will be implemented no later than 10 school days at the beginning of the school term after its completion in order to ensure that the special education programs of young children with disabilities are not interrupted when they transition from Preschool Early Intervention programs to school-age programs.

- Use school data, your child's progress reports, and other information you know about your child to make decisions.
- You may not want to agree to a proposed IEP at the end of the meeting. Review the proposed IEP document at home. If you disagree with what is being proposed in the IEP document, you must notify the school as soon as possible to resolve the disagreement.

After the IEP team meeting:

- Your child's IEP must be reviewed at least once a year to determine whether the annual goals have been achieved and to revise the IEP if necessary.
- Your child's school must inform you regularly about your child's progress, at least as often as parents who have children without disabilities are informed about the progress their children are making. Schools can do this by providing periodic report cards. You will be informed about whether your child is making progress toward meeting the annual IEP goals, and whether the progress is enough to reach the goals. If your child is not making adequate progress, an IEP meeting should be held to review the IEP and make needed changes.
- You may request an IEP meeting at any time during the year if you believe it is important to consider changes in your child's IEP.

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