

# **PARENT GUIDE TO RESPONSIBILITIES AND RIGHTS**

## **Summary of Parent's Responsibilities for IEP Development and Implementation**

Parents are important members of the IEP Team and are expected to actively participate in making decisions during the IEP meeting. Students must be invited to attend IEP meetings if transition goals and services are being considered. If the student is unable to attend, efforts must be made and documented, to make certain that the student's interests and plans for post high school are considered by the IEP Team.

### **Prior to the IEP meeting, parents are encouraged to:**

- Participate with the case manager to determine the date and time for the IEP conference;
- Review the current IEP or, if the purpose of the conference is to determine eligibility, review any evaluation or assessment data submitted in advance of the conference;
- Review the most recent progress reports from teachers;
- Complete Parent Input Form and share their comments regarding the student's strengths, abilities and needs;
- Think about the skills they would like their child to master by the end of the year and formulate a vision of the future;
- Notify the case manager if they need additional information (e.g., evaluation reports, previous IEPs or other reports, procedural safeguards, etc.), or any special accommodations; and
- Decide whether other family members or experts should be invited to attend the conference, and notify the case manager in advance.

### **Prior to the IEP meeting, students are encouraged to:**

- Think about school activities they enjoy and activities they would like to pursue;
- Think about educational goals (e.g., college, career, job placement);
- Share any concerns or questions with their parents or teachers;
- Identify accommodations which have been helpful and those which were not useful; and
- Decide if they would like to share anything specific at the IEP conference.

### **During the IEP meeting, parents and student should:**

- Share information about their vision for the student's future and expectations for the year;
- Identify the student's strengths and interests, including the types of activities the student enjoys at home and in the community;
- Share information about the student's relationship with siblings and neighborhood friends;
- Discuss the types of rewards and discipline strategies that are effective at home and in the community;
- Share relevant information about the student's medical and personal care needs;
- Ask IEP Team members to clarify, explain, or give examples for any information presented that may be unclear;
- Ask the case manager to review or explain parent rights and due process procedures, if necessary;

- Students should identify the accommodations provided in class that are the most helpful and the least helpful;
- Share interests and goals for post high school;
- Ask questions to clarify any reports or information regarding the student's present level of performance in classwork, behavior and community activities, as appropriate; and
- Make recommendations regarding annual goals and benchmarks.

**After the IEP Meeting, Parent Responsibilities for Implementing the IEP**

- Review the IEP document to make certain that all decisions made at the conference are documented;
- Establish and maintain positive communication with teachers, paraeducators, and related service providers;
- Monitor the child's progress toward meeting benchmarks and goals;
- Assist the child with homework assignments or ask the teacher what can be done to help the child with school work;
- Participate in parent training programs to enhance knowledge of relevant educational issues; and
- Contact identified community agencies and resources for additional support, as necessary.

**After the IEP Meeting, Student Responsibilities for Implementing the IEP (as appropriate)**

- Cooperate with teachers, paraeducators, related service providers, and parents in order to improve achievement and meet benchmarks and goals;
- Understand the criteria for promotion and grading;
- Tell parents and teachers about problems encountered and request assistance, as necessary; and
- Indicate to parents and teachers which accommodations or modifications are helpful or ineffective.

Any questions regarding the IEP process should first be directed to the case manager at your child's school. If you have any other questions, call the Central office at 256-845-0915.