

Understanding FAPE

What Can Parents
Ask for on an IEP?



Don't IEP Alone
Online IEP Coaching Academy

How to Know What to Ask for on your IEP

"I don't know what to ask for on my IEP!" I have heard that sentiment hundreds of times as an advocate.

Having a solid understanding of FAPE and how to use the IEP process is essential to being an effective advocate for your child.

Because, really, when it comes down to it, parents can ask for anything. Yes, really, you can.

However, asking and receiving are two different things.

So that is what this e-guide is going to tackle for you. First, I will explain the IEP process and how FAPE is defined. Then, at the end, there are printable worksheets and guides for you to use if you wish, to troubleshoot your child's IEP.

This guide will help you:

- Understand the steps of the IEP Process.
- How to Define FAPE for your child.
- How to get your IEP team on board with what you have asked for.

The IEP process is well defined.

1. First there are IEP evaluations. Evaluations determine eligibility and help construct the child's **Present Levels section of the IEP** (if they are deemed eligible for one).
2. Once the IEP present levels section is written, goals are developed. [IEP goals are constructed using the data](#) from the baselines from the evals.
3. Now that goals are in place, the IEP team decides what supports, services and interventions will be used to help the child achieve the goals.
4. Almost finished-the IEP has present levels, goals and supports/services. Time for the [IEP team to look at that IEP and decide what placement](#) is best suited to implement that IEP.
5. Once implementation starts, the [IEP team should monitor progress](#) and adjust, as necessary.

So, **in deciding what to ask for**, the best place to start is to break down your IEP by section and having a solid understand of how FAPE (Free and Appropriate Education) is defined.

After you read through this section, the next section gets into defining FAPE.

Once you have read over your child's IEP, you must determine where the breakdown in the IEP process is. (using the 5 steps above)

I need something in IEP Present Levels.

If there is something missing from this section, chances are you need to ask for evaluations. Or, if you gave your team an outside report and they did not include the information in Present Levels, you need to ask for that.

Many times, a team will fail to identify an area of need. They may brush off a possible reading disability due to ADHD issues. They may be uninformed and claim that since that issue is not academic, it does not need to be in Present Levels (not true).

Whatever the reason is, if you are missing something from Present Levels, ask for [IEP evaluations](#) in that area.

My child needs more/different/better goals.

Now you are reading the goals section. If you want to add or change goals, the first step is to go back to Present Levels and make sure that this is an identified area of need. If your child does not have any mention of Executive Functioning or [SEL](#) in PLOP, the team will not develop a goal for it.

In that case, you are back to asking for something in Present Levels.

If the area of need is identified, make sure the data is there--check for solid baselines, etc. Decide what you want to be changed about the goal.

And, if you want a new goal added, perhaps for an area of need not currently being addressed with its own goal, you ask for that.

How do you ask for new or different goals? Submit a Parent Concerns Letter to your IEP team. You either send this letter prior to an annual IEP meeting or send it and request a meeting.

My child needs Support/Services added to the IEP.

Ok, for starters, this is one of the most common questions from parents, and again, it requires a bit of analysis.

Chances are that the reason you are [asking for more or different supports and services](#) is that you are unhappy with your child's progress.

So, again, we must backtrack. First, look at the goals. Do you think, that with proper supports, that your child can achieve those goals? What do his baselines say in present levels? What does your IEP progress monitoring say, and is that data the same construct as Present Levels?

I say this only because many parents often ask for *more* services when what the child really needs is *different* services. You may need help critiquing an IEP at this level, so feel free to put it in the Facebook group.

[I want my child in a different placement.](#)

As stated above, placement is the last decision in the IEP process. So, before you move on to asking for a different placement, you must do the analysis on your IEP.

What placement are you looking at, and why? Why does your child need that placement? What are they doing at that placement that can't possibly be done in his current placement? I have a whole separate blog post about [IEP placement](#) decisions, so I suggest you read it, especially if asking for a different placement.

[There is no "IEP List."](#)

Ok, you have analyzed your IEP. You have a fairly good idea of what your child needs, but you still do not know what is available or what to ask for.

The school is not ever going to hand you a list of programs, placements, interventions, or accommodations and say, "Pick what you think your child needs." It is on us as parents to work with the IEP team, and network with other parents and professionals to determine what is out there and available.

[Getting the IEP team to agree.](#)

You did your analysis. You sent your letter and are waiting for the IEP meeting. How do you get them to agree to what you have asked for?

IEPs are data-driven documents. You must have the need identified, and a goal in place. As a parent, you also do need to consider what the school is offering in lieu of what you have asked. From there, none of us has a crystal ball. We do not know if a child is going to respond better to one intervention or another. We have large group data on some pedagogies and interventions, but IEPs are part science, part art.

Make sure you have the data to back up your request. Why does your child need what you are asking? And why won't what the [school is offering work](#) to help your child? You must prove two things--that your solution will work, and that theirs will not. Not always an easy task but remember that IEPs do not require fail-first.

Once you have a solid plan for what you want, time to construct a [letter of parent concerns](#) and submit to your team. I have a whole separate post on how to write a kick-ass parent concerns letter.

From there, the IEP team is required to provide you all decisions on a [PWN](#). Follow up your meeting with an [after-IEP-meeting letter](#), and request a PWN for everything.

Yes, you really can ask for anything on an IEP.

I have seen some IEP teams really do some phenomenal and creative programming for kids. Yes, you can ask for anything--just make sure that you have the data to support it. And you must be realistic about what the school offers. They are not required to provide interventions that are not evidence-based.

Schools also do not have to provide you with something if what they already have will achieve the same outcome. If you have not demonstrated that the child *needs* this, you are not likely to get it.

Despite our best efforts, and following the IEP process, you still may hear "No." That is what the PWN is for, and you have some decisions to make.

So, what is FAPE?

FAPE is the cornerstone of Special Education. FAPE is what our kids are entitled to.

Unfortunately, it is not black and white. Neither states nor our Federal Government provides a list of items and says, "This is included in FAPE."

FAPE is built on 6 pillars. I prefer to think of them as six buckets. If you have a concern for your child, your concern should fit into one of the 6 buckets.

If you are making a request for something, it should align with one of the 6 principles.

Again a reminder that "there is no list" as far as what is or isn't included in FAPE. Or what is considered FAPE. Sure, if there was, that would make this process easier.

Maybe. Because, think about it. Insurance companies have a list of what is and what isn't covered under your plan. Ever try to get something covered that is not on their list?

The spirit of IDEA is that using these 6 principles, the IEP team will develop an appropriate provision of FAPE for the child. Learning the process and how to communicate your asks with supportive data will go a long way in that.

Being an effective IEP advocate takes time and grit. Pace yourself, take small bites of information. Good luck and follow my site for more resources.

Six Principles of IDEA – Part B

**Free Appropriate
Public Education**

**Appropriate
Evaluation**

**Individualized
Education Program
(IEP)**

**Least Restrictive
Environment (LRE)**

**Parent & Student
Participation in
Decision Making**

**Procedural
Safeguards**

Six Principles of IDEA - Part B

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities.

Congress said this: "Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."

How did it all begin? On November 29, 1975, the passage of the *Education for All Handicapped Children Act*, now known as the *Individuals with Disabilities Education Act (IDEA)*, guaranteed access to a free, appropriate, public education (FAPE) in the least restrictive environment (LRE) to every child with a disability.

The current, reauthorized **Individuals with Disabilities Education Act (IDEA)** was signed into law on December 3, 2004, by President George W. Bush.

Infants and toddlers with disabilities (birth - age 2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3 - 21) receive special education and related services under IDEA Part B.

Part A of IDEA: Lays out the basic foundation for the rest of the Act.

Part B of IDEA: Lays out the educational guidelines for school children 3-21 years of age. IDEA provides financial support for state and local school districts. To receive funding, school districts must comply with 6 main principles set out by IDEA:

- 1) Every child with a disability is entitled to a free and appropriate public education (FAPE).
- 2) Children are entitled to an evaluation in all areas related to the suspected disability.
- 3) An Individualized Education Program (IEP) will be developed.
- 4) Educational services must be provided in the least restrictive environment (LRE).
- 5) Input of the child and their parents must be taken into account in the education process.
- 6) Parents have the right under IDEA to question their child's program plan (due process).

Part C of IDEA: Provides guidelines concerning the funding and services to be provided to children from birth through 3 years of age.

Part D of IDEA: Describes national activities to improve the education of children with disabilities. These activities include grants to improve the education and transitional services provided to students with disabilities. In addition, this section provides resources to support programs, projects and activities which contribute positive results for children with disabilities (IDEA, 1997).

**IDEA has four
distinct sections:
Sections A, B, C and D.**

The following pages contain information about the **SIX MAIN PRINCIPLES** of the Individuals with Disabilities Education Act (IDEA) - Part B, which provide the framework around which special education services are designed and provided to students with disabilities.

#1

Free Appropriate Public Education

IDEA guarantees that each child with a disability, eligible for special education, will be entitled to a Free Appropriate Public Education (FAPE), even if the child is suspended or expelled.

F.A.P.E.

Free: requires that the education of each child with a disability must be provided at public expense. There is no cost to you, the parent. However, any incidental fees (such as membership fees for clubs) will be at the same cost for your child as for general education students.

Appropriate: means that each child with a disability is entitled to an education that is “appropriate” for his or her needs. “Appropriate education” is determined on an individual basis and may not be the same for each child with a disability. Each child with a disability will be entitled to an education that is tailored and planned to meet their needs as stated in their Individualized Education Program (IEP).

Public: refers to the public school system. Children with disabilities, regardless of the nature or severity of their disabilities, have the same right to attend the public schools as their non-disabled peers. The public school system must educate students with disabilities, respond to their individual needs, and help them plan for their future.

Education: guarantees that eligible children with disabilities will receive a public education that includes special education and related services as directed by the child’s Individualized Education Program (IEP), based on the child’s individual needs. The education should prepare the child for the future— further education, employment, and independent living.

What a School is REQUIRED to Do Under FAPE:

- Provide special education and related services to students who need them. Services might include things like speech therapy or counseling.
- Provide these services at no charge to parents.
- Tailor an Individualized Education Program (IEP) to meet a student’s needs.
- Educate students with disabilities in the least restrictive environment (LRE). This may mean spending most or all of the day in a general education classroom or it might mean spending that time in a special education classroom. It is based upon the needs of the student.

What a School is NOT REQUIRED to Do Under FAPE:

- Provide services superior to the services students without disabilities receive.
- Provide a specific program or adjust the school setting just because it’s your preference. You can make suggestions, but the final decision isn’t yours alone.
- Give a child with disabilities preferential treatment or guarantee a spot in an extracurricular activity. Schools have to provide the same treatment to all students.

#2

Appropriate Evaluation

All children with disabilities and who are in need of special education and related services are identified, located, and evaluated.

WHAT IS AN EVALUATION?

An evaluation is the process for determining whether or not a child has a disability and needs special education and related services. The term evaluation is the process - not just one test. The IDEA requires that a child must receive a comprehensive evaluation before special education services are provided by the local education agency (LEA), also known as “your school district”. It’s the first step in getting detailed information on helping the child learn.

IDEA REQUIRES THAT EACH CHILD SUSPECTED OF HAVING A DISABILITY RECEIVE AN APPROPRIATE EVALUATION.

A group of people, including the parent, will evaluate the child. The group will begin by looking at what is already known about the child. Then, the group will determine what information is still needed, and the team will work together to collect that information.

If the team determines, based on the evaluation results, that a child is eligible for special education and related services, the next step is to develop an Individualized Education Program (IEP) to meet the child’s needs.

EVALUATION “MUSTS”:

1. The evaluation must be conducted in the child’s native language or other means of communication. (For example, Spanish, sign language, Braille, etc.)
2. Tests must be given in a way that does not discriminate against the child based on disability, racial heritage, cultural background, or gender.
3. The people who test the child must be qualified examiner(s). They must give each test according to the instructions that are specific to that test.
4. Evaluation results must be used to decide if a child is a “child with a disability” and to determine what kind of educational program the child needs. These decisions cannot be made based on only one procedure (such as only one test).
5. The child must be evaluated in all areas of each suspected disability category.

FREQUENTLY ASKED QUESTIONS:

1. How do you request an evaluation?

If the parent is requesting the evaluation, they need to request in writing (email, fax, or write) to the school that their child be evaluated. The school must respond to the parent’s request within a reasonable amount of time.

If the school is requesting the evaluation, they must notify parents in writing (called prior written notice) that they would like to evaluate the child.

2. How long does it take to get an evaluation?

The initial evaluation must be done within 60 days from when the parent signs consent. This timeline can change if the parent repeatedly does not show or refuses the evaluation.

3. How are evaluation results used?

After the child’s evaluation is complete, the parent will meet with the school and evaluators. They will discuss all the test results and determine whether the child has a disability under IDEA. The school must provide the parent with a copy of the evaluation report and a written determination of eligibility.

4. When is a child reevaluated?

A child receiving special education services must be evaluated at least once every three (3) years, but no more than once every year, unless the parent and the school both agree that a reevaluation is needed to make educational decisions.

5. What if the parent disagrees with the school’s evaluation?

The parent has the right to request an independent educational evaluation (IEE) at public expense after the school’s evaluation. An IEE is conducted by qualified examiners not employed by the school. The school must provide parents with a list of names of possible examiners and provide the evaluation at no cost to the parent.

If the school district refuses a parent’s request for an IEE at public expense, the district must initiate a due process hearing to show that its evaluation was appropriate.

THE SCHOOL MUST ASK THE PARENT FOR WRITTEN PERMISSION BEFORE EVALUATING A CHILD.

#3

Individualized Education Program (IEP)

An individualized education program is developed, reviewed, and revised for each child with a disability.

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's unique individual needs. **The key word is INDIVIDUALIZED.** In order to ensure that students with disabilities receive an appropriate and individualized education, IDEA requires that, after looking at current evaluation information, the team develop the IEP. The whole IEP process is a way for the parents and school staff to talk about the student's needs and to create a program to meet those needs.

The IEP has two general purposes:

1. **to establish measurable annual goals for the child; and**
2. **to identify and state the special education, related services, and supplementary aids and services that the school will provide for the child.**

An IEP lays the groundwork for what the school day of a child (with a disability) will look like, including what services the school will use to help the student be successful in achieving meaningful IEP goals. That's why the process of developing this vital document is of great interest and importance to educators, administrators, and families alike.

Special Education is NOT a Place. It is a Service!

Special Education services are designed without regard to where they will be done. The educational program (what services are needed) is decided first; the placement or setting (where the services will be provided) is decided second.

IDEA contains clear language about:

- Who develops the IEP and
- The information the IEP must contain.

Who develops the IEP?

IDEA describes the IEP team as including:

- the **parents**. This might include a grandparent, a step parent or other relatives with whom the child lives or an individual who is legally responsible for the child's welfare.
- at least one **regular education teacher**. The regular education teacher knows the curriculum for a child's grade level and what children in regular education classes are typically expected to do.
- at least one **special education teacher**. This teacher has more training with such issues as providing the supplementary aids and services needed, providing special accommodations, and other aspects of individualizing instruction to meet the child's unique needs. The special education teacher has responsibility for working with or for the child to implement the IEP.
- a **representative of the public agency**. The administrative representative is usually a principal or superintendent. This person must have the power to commit the resources needed so that services can be provided as described in the IEP and will ensure those services will actually be provided.
- an individual who can **interpret the instructional implications of evaluation results**. They explain the evaluation results to the IEP team and describe how they can use the results to provide appropriate instruction to the student. He or she may already be a member of the team, such as a special education teacher, or may be someone else entirely, such as a school psychologist.
- other individuals who have **knowledge or special expertise regarding the child**. The parent and/or school system can invite anyone they feel may have knowledge or special expertise about the child, such as a neighbor, babysitter, grandparent, advocate, etc.
- the **child** with a disability (when appropriate). IDEA requires that the child be invited to the IEP meeting if transition goals and services are going to be discussed. Parents decide when it is appropriate for a child to attend meetings.

Each IEP team member is an equal partner in developing the IEP.

What information is required in the IEP?

- 1) What the child can currently do. These are called **present levels**. This is both academic and functional information.
- 2) **Measurable annual goals** measure how much improvement the team expects over the course of the year. Goals must be meaningful and measurable.
- 3) How the student's **progress toward meeting the goals** will be measured and when reports will be issued to parents. This is more than a grade or report card. This must be given at least as often as peers are given reports on their grades.
- 4) The **special education and related services** to be provided and program modifications or supports for school staff. Related services are helpful tools for students that the school should identify in the IEP on the Related Services Page. Related Services include but are not limited to Speech Therapy, Occupational Therapy, Physical Therapy, Counseling Services, or others - the list is non-exhaustive.
- 5) If the student is not in the general education classroom, the school needs to provide a detailed explanation of why he or she is not included.
- 6) A list of any **accommodations** that are needed on statewide assessments. If the student is taking an alternate assessment, the IEP must state why this option was chosen.
- 7) The **start date, how often, where, and how long** the student will receive services and accommodations.
- 8) At the IEP meeting just before the student reaches age 16 (14 in some states), **transition goals**, course of study, other agencies involved, and coordinated activities to assist the student in meeting his or her transition. In some instances, transition services start earlier.

How often should the IEP team meet?

The IEP team should meet at least once a year to take a look at the child's IEP and how the child is progressing towards his or her goals set in the IEP. This is called an Annual Meeting. At this meeting, the IEP team will talk about the child's present levels of educational performance, review last year's goals and progress, and add new goals and measurements for the coming year.

Just remember that the IEP team CAN MEET any time before an Annual Meeting if the parent or school has a concern about the child's educational plan.

The parent will also get information every THREE years about whether or not additional evaluations are needed. Again, the parent or school can ask for more evaluations before the three-year reevaluation mark if any IEP team member believes more data is needed to support the child.

What should parents do during the IEP meeting?

- **Stay focused:** Use notes to keep the team on track. Keep the focus on the child's needs.
- **Ask questions:** If anything is not clear, ask for an explanation. Also, if there is a disagreement, ask for documentation that supports each member's point of view.
- **Be thorough:** Do not move away from one area until it fully addresses the child's needs. If an agreement cannot be made, add it to the parent list of concerns.
- **Keep emotions under control:** Remember, the purpose of the meeting is to outline the child's educational needs by developing an IEP that is appropriate.

#4

Least Restrictive Environment (LRE)

Children with disabilities must be educated with their nondisabled peers as much as is appropriate using supplementary aids and services.

WHAT DOES LRE REALLY MEAN?

To the maximum extent appropriate, children with disabilities are to be educated with children who are not disabled. However, it may be decided that the student cannot be educated satisfactorily in the general classroom, even with the provision of supplementary aids and services. The team must then consider other placements outside of the general classroom in order to provide FAPE for the child.

IDEA also requires that the child's placement:

1. Is determined at least annually;
2. Is based on the child's IEP; and
3. Is as close as possible to the child's home.

LEAST RESTRICTIVE ENVIRONMENT IS BASED ON THE CHILD'S UNIQUE, INDIVIDUAL NEEDS.

Least Restrictive Environment (LRE) means that:

- Any placement outside the general education classroom and why that placement is needed is justified by the child's individual disability-related need(s);
- Students must have meaningful access to same-age peers without disabilities;
- Schools must provide supplementary aids and services in the general education classroom;
- Supplementary aids and services can also support involvement in extracurricular and other activities to meet the disability needs of the student;
- Funding CANNOT be the sole reason for a more or less restrictive placement.

WHO DECIDES WHAT PLACEMENT IS APPROPRIATE?

The child's parents, personnel who know the placement options, and individuals who understand the data used to create the IEP decide the appropriate placement. Generally, this decision is made by the IEP team during the IEP meeting.

WHAT PLACEMENT OPTIONS ARE AVAILABLE?

Placement is not the same as location. Regardless of placement, the child will be given appropriate access to the general education curriculum, as determined by the IEP team.

Here are some examples of placement options:

- Full-time general classroom with support services;
- Part-time special education/general education classroom;
- Full-time special education classroom;
- Special school (public or private);
- Home instruction;
- Instruction in hospitals;
- Instruction in institutions or residential facilities (correctional facility).

WHAT ARE SUPPLEMENTARY AIDS AND SUPPORT SERVICES?

The team is required to explore all aids needed to ensure that the student can receive a satisfactory education in the general education classroom. There is no specific list of supplementary aids and support services to choose from.

Below are **EXAMPLES** of the kinds of things that could be done to support the child, but if there are other supports not on this list that are a better fit for the child, then they can and should be used.

- Adapted and modified classwork and assignments;
- Assistive technology, such as a text reader;
- Extended time to complete an assignment or test;
- Special seating in the classroom; and
- Differentiated instruction.

DOES LRE ONLY APPLY TO SCHOOL WORK?

NO. Students with disabilities are to be given equal opportunity to participate in nonacademic social and extracurricular activities that are appropriate for them such as: **lunch and recess; dances; sports (competitive and non-competitive); performing arts such as band and choral groups; and student clubs and committees.**

Disability Never Drives Placement

#5

Parent & Student Participation in Decision Making

IDEA requires that parents (and students, as appropriate) have the opportunity to participate in each step of the Special Education process.

One of IDEA's foundational principles is the right of parents to participate in educational decision making regarding their child with a disability. The law is very specific about what school systems must do to ensure that parents have the opportunity to participate, if they so choose. This principle reinforces the belief that the education of children with disabilities is made more effective by strengthening the role of parents in the special education process. Parents know their children better than anyone else.

IDEA guarantees that parents are given the opportunity to participate. The rest—whether to participate, how much to participate—is up to each parent. Parents vary in the amounts and ways in which they become involved in their child's education.

Parental rights of participation can be summarized as follows:

- 1) Parents have the right to participate in meetings related to the evaluation, identification, and educational placement of their child.
- 2) Parents have the right to participate in meetings related to the provision of a free appropriate public education (FAPE) to their child.
- 3) Parents are entitled to be members of any group that decides whether their child is a "child with a disability" and meets eligibility criteria for special education and related services.
- 4) Parents are entitled to be members of the team that develops, reviews, and revises the Individualized Education Program (IEP) for their child.
- 5) Parents are entitled to be members of any group that makes placement decisions for their child.

If neither parent can attend a meeting, the school must use other methods to ensure their participation, including individual or conference calls, or video conferencing.

How does IDEA define the word "PARENT"?

- 1) A biological or adoptive parent of a child;
- 2) A foster parent;
- 3) A guardian;
- 4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare;
- 5) A surrogate parent who has been appointed; or
- 6) If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the "parent" for purposes of this section.

Students must be invited to any IEP meetings if transition services are to be discussed.

When considering transition goals and services, IDEA requires that the child be invited to the meeting. Students are encouraged to advocate for themselves, and IDEA promotes this by stating that they are members of the IEP team, when appropriate. Parents decide when it is appropriate for a child to attend meetings.

#6

Procedural Safeguards

These are special rules that ensure the rights of children with disabilities and their parents are protected and understood.

The IDEA 2004 includes a section called Procedural Safeguards designed to protect the rights of parents and their children with a disability and, at the same time, give families and school systems several mechanisms by which to resolve their disputes.

These are not the only procedural safeguards under IDEA, but they are some of the most relevant to the majority of parents.

- 1) **Access to Educational Records** - parents have the right to see, request copies of, and get an explanation of any and everything that is in their child's educational records.
- 2) **Procedural Safeguards Notice** - the school must provide parents with a written explanation of all the procedural safeguards under federal and state laws.
Prior Written Notice - the messages parents receive from the school system to inform them about any actions they are proposing to take or refusing to take. This also includes notifying parents of upcoming meetings far enough in advance to ensure they can attend and scheduling meetings at a mutually agreed-on time and place.
- 3) **Understandable Language** - the written notices that parents receive must be understandable to the general public and must be in the native language or other mode of communication used by the parent (including Braille, Sign Language, Spanish, etc.).
- 4) **Confidentiality of Information** - the school must protect the child's confidentiality. This includes name, address, social security number, etc.
- 5) **"Stay Put" Rights** - this provision allows the child to stay in the current placement while the parents and school resolve a dispute via due process.
- 6) **Resolving a Dispute** - IDEA includes specific and formal ways to resolve conflicts.
 - **Mediation** - parents and schools can communicate openly and respectfully about their differences as they try to reach an agreement with a skilled and

impartial mediator. This process is free and completely voluntary. **The decision-making power resides with the participants in mediation.**

Due Process - this is the most formal way of resolving disagreements between parents and schools. A parent or school must write a written complaint to begin this process. The complaint can involve any aspect of how the parent believes the school is violating IDEA. **The decision-making power resides with the hearing officer.**

Discipline-

Your state's procedural safeguards booklet will outline the details on procedures pertaining to suspending or expelling students with an IEP, including Manifestation Determination Meetings.

IEP Present Levels & Parent Concerns Checklist

This checklist is intended to be used as a guide for you to evaluate your child's Present Levels Section of their IEP. It also can serve to help you begin constructing your Parent Concerns Letter.



- ☐ Are all of my child's strengths listed? Can you give examples of visual, auditory, tactile, or kinesthetic learning preferences? Are all the preferred subjects listed, such as science, social studies, reading, writing, mathematics, social skills, and logic? How can your child's strengths enable better learning by using alternative teaching methods? List any ability your child has, because those skills can be the keys for teaching your child (IE sign language).
- ☐ Was he/she evaluated in every area of suspected disability?
- ☐ Are all his/her areas of need identified? List components of the classroom environment that interfere with your child's learning. Provide specific information about skills and tasks that your child has difficulty performing or completing.
- ☐ Does the report contain concrete, measurable baselines? Document your child's current level of academic achievement and capabilities in other areas. Are all the assessments that your child received normed for kids like them? (autism, dyslexia, IDD, etc.) Use data to document your child's present level of performance. Make sure the data is apples to apples, or fluency to fluency and not fluency to decoding. And that the assessments given were appropriate for your child.
- ☐ Can measurable goals be constructed from the baseline/eval data?
- ☐ Does it list the Special Factors that affect my child? Are the right boxes checked?
- ☐ Is everything written about my child accurate and true?
- ☐ Are all academic concerns listed?
- ☐ Are all functional concerns listed?
- ☐ Are my Parent Concerns included?
- ☐ When I read the Present Levels, is it a thorough, complete and accurate description of my child?



Don't IEP Alone

IEP Tools and Training

If you found this product helpful to you and your IEP journey, be sure to keep in touch!

Lisa Lightner, Special Education Advocate

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