

c/o Women and Children's Hospital, 219 Bryant St. Buffalo, NY 14222 PHONE (716) 880-3875 or 1 800 462-7653

Important resources for families



What you should be asking

- How are my child's strengths incorporated into their services?
- How will I know if my child is progressing?
- When will I receive written reports?
- How will my child's programs and services be coordinated?
- Can I visit or observe my child if they are in school?
- What things can I do to support my child's services?
- What community supports and services (e.g. library programs, neighborhood friends) benefit my child?
- What is the least restrictive environment (LRE) for my child at this time? LRE means that to the maximum extent appropriate, children with disabilities should be educated with children who are not disabled.

Due Process Rights

Parents are guaranteed the right to:

- Be fully informed
- Give/withhold consent for initial evaluation & placement
- Receive advance notice of all meetings/changes in program
- Request change in meeting date/ time/ place
- Participate in decision-making
- Have information explained
- Have confidentiality maintained
- Receive copies of all reports at a reasonable cost
- Examine school records
- Challenge & appeal CPSE decision

The ABC's of Special Education



- CPSE - Committee on Preschool Special Education
- CSE - Committee on Special Education
- ECDC - Early Childhood Direction Center
- EI - Early Intervention
- IEP - Individualized Education Program
- LRE - Least Restrictive Environment
- OT - Occupational Therapy
- PT - Physical Therapy
- SEIT - Special Education Itinerant
- SLP - Speech Language Pathologist



QUESTIONS??? Call ECDC at 716 880-3875

BEFORE AN IEP MEETING

Consider the following:

- Obtain and review your child's report and evaluation sent by the district..
- What skills would you most like your child to learn?
- Are there some concerns about your child's functioning at home that could be helped by work in school?
- Are there aspects of your child's behavior that you believe need to be improved?
- What do you believe to be your child's strengths and areas of need?
- What type of reinforcement is effective for your child?
- To what extent does your child interact with same age peers?
- Write down the things you would like to discuss.

DURING AN IEP MEETING

- Take notes at the meeting or ask a friend or spouse to come along to take notes so that you can concentrate on the discussion.
- Bring your list and use it as a guide. Take the time to ask your questions.
- If something is not clear, ask for an explanation.
- If you don't understand a term or acronym, ask what it means.
- Adopt a positive attitude.
- Have realistic expectations of what the school can and cannot do.
- Include your child if appropriate

AFTER AN IEP MEETING

- Communicate frequently with your child's team through a notebook, phone calls, or regular meetings.
- Stay involved. Join parent groups, volunteer in the school, and attend special events.
- Give positive feedback to the team when things work well for your child.
- Continue to evaluate. If the IEP is not working well for your child, talk to the team. If there are still concerns request, in writing to district's chairperson, the need to adjust the program.
- Keep informed. Be an educated parent. Attend workshops and parent meetings.
- Call ECDC for available workshops.

KEEPING RECORDS

What do you do with all that information?

- Sort by topics (i.e. reports, assessments, Individual Education Programs and a record of telephone calls).
- Organize documents in chronological order.
- Read all documents thoroughly and make notes in the margins if you have questions.
- Evaluate the information by making notes in the margins for how accurate, complete, bias-free, current, understandable, and consistent it is.
- Store the documents in a binder with dividers to keep the information safe and easy to locate.