**General Questions:**

1. I am considered an equal partner with teachers and other professionals in planning my child’s program. How is your welcome?

2. I was offered special assistance (such as child care) so I could participate in the

 Individualized Education Program (IEP) meeting.

Please explain that if the IEP is held during school hours so that the child(ren) is being watched, then this is considered childcare. Highlighting the section on the Notice of the Meeting that allows the parent to request Child Care would be another way to remind parents that this service is available.

3. At the IEP meeting, we discuss how my child could best participate in statewide

assessments. Remind parents that statewide assessments include the following: CRCT, CRCT-M, 3rd and 5th Grades Writing Assessments, GHSWT, EOCT, ELL, Gkids and GAA.

4. At the IEP meeting, we discussed accommodations and modifications that my

child would need.

Show the parents the accommodations page and reveal to them that these are **changes** made to *accommodate* the child’s learning difference or to *modify* the curriculum so the child will have full access.

5. All of my concerns and recommendations were documented on the IEP.

Point out the Parent’s Concerns (section 4) of the Present Level of Performance page (PLOP) of the IEP.

6. Written justification was given for the extent to which my child would not receive

services in the regular classroom.

Describe the Service page and clearly explain WHY the child will not be participating with peers during self-contained or resource time.

7. I was given information about organizations that offer support for parents of students

 with disabilities. Remind parent of the PM brochure, Family Connection Resources,

 and the NW GA Parent Support Group and other resources offered.

8. I have been asked for my opinion about how well special education services are

 meeting my child’s needs.

9. My child’s evaluation report is written in terms I understand.

Go over the 9-week Progress Evaluation report and break down the terms

 and codes for the parents.

10. Written information I receive is written in an understanding way.

 Be intentional about reaching your audience.

11. Teachers are available to speak to me.

12. Teachers treat me as a team member.

**Teachers and administrators:**

13. –Seek out parent input.

Contact the parents (email or a note in the folder) before the IEP for their concerns, questions, and input.

14. –Show sensitivity to the needs of students with disabilities.

15. –Encourage me to participate in the decision making process.

16. –Respect my cultural heritage.

17. –Ensure that I have fully understood the Procedural Safeguards [the rules in federal

 law that protect the rights of parents.] We also have Parent Rights on online at

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Parent-Rights.aspx>. Maybe make a card/flyer with this website information to hand parents and remind them they can view this at their leisure. Encourage parents to attend the Parent Mentor’s Basic Rights Workshop offered usually two or three times a year.

**The school:**

18. –Has a person on staff that is available to answer parents’ questions

 Communicate the “Go-To” person for that parent, in the school or in the system.

19. –Communicate regularly with me about my child’s progress.

20. –Gives me choices with regard to services that address my child’s needs.

21. –Offers parents training about special education issues.

Be intentional when providing information regarding Workshops for parents with SWD. Make use of PowerSchool, Newsletters, School Cast calls, flyers, emails, phone calls, and personal face-to-face conversations.

22. –Offers parents a variety of ways to communicate with teachers.

 Make plain the various ways to communicate with you as a teacher, such as:

 Powerschool, notes, phone calls, folders, parent conferences, etc.

23. –gives parents the tools they need to play an active role in their child’s education.

Provide explanations of Units of study, as well as upcoming school Workshops and Parent Mentor Workshops. Be willing to make mini kits that will help the child at home.

24. –Provides information on agencies that can assist my child in transition from school.

Remind the parents that in 11th grade they will be given information for outside agency contacts. If they want information before then, they can contact their case manager or Parent Mentor.

25. –Explains what options parents have if they disagree with a decision of the school.

Guide attention of the parent’s to the section of the Basic Rights that cover disagreements. Make the parent aware of the chain of command for this procedure. Most of these issues should be handled at the principal level.