

QUESTIONS FOR COMMITTEE ON SPECIAL EDUCATION MEETINGS

1. What progress has my child made toward the standard?
2. What can my child currently do and what does he/she struggle with?
3. What gets in the way of my child learning/gaining the grade level knowledge/skills?
4. What is my child expected to know and be able to do to meet the next year's grade level standards?
5. What accommodations and/or modifications, will my child need, if any:
 - ✓ In what he/she is taught in subject areas (content)?
 - ✓ How he/she will be taught (instructional method)?
 - ✓ Instructional materials (such as text books)?
 - ✓ The physical environment in the classroom?
 - ✓ How his/her learning will be assessed (for example, testing accommodations)?
6. In light of the special education services my child will receive, who will be responsible for implementing each of the supports and accommodations? Which teachers (for example, resource room, consultant teacher, general education teacher) can I expect to be focusing on which goals?

Tips and Expectations

- ✓ *While the individualized education program (IEP) must identify the specially designed instruction your child will receive, it must be developed in direct consideration of the grade level standards your child will need to meet in the coming year and must be delivered within the least restrictive environment.*
- ✓ *Expect the IEP to identify annual goals that are designed to meet your child's needs that result from your child's disability to enable your child to be involved in and make progress in the general education curriculum. Goals should not be a restatement of the general education curriculum.*
- ✓ *Become familiar with your child's IEP. You should have been provided a copy of the IEP. If you do not have a copy of the IEP or do not understand information written in the IEP, ask your child's teacher.*
- ✓ *Compare your child's progress report to the IEP goals. If your child is not making the progress expected, ask for a meeting with your child's teachers or the Committee on Special Education to review and, if appropriate, revise the IEP.*
- ✓ *If you do not understand the terms being used at the IEP meeting, ask for clarification.*
- ✓ *If you are the parent of a preschool child with a disability, ask how the special education services your child will receive will be aligned with the Prekindergarten for the Common Core Learning Standards.*

TALKING WITH YOUR CHILD'S TEACHERS

1. How is my child doing in comparison to other students in the class with respect to reaching this year's grade level standards in English language arts and math?
2. How are you monitoring my child's progress toward meeting these grade level standards?
3. In what areas of learning is my child showing strengths?
4. If my child is not doing as well as expected, what are his/her challenges?
5. What additional supports, accommodations and/or instruction will or can my child get to help him/her in these areas?
6. What teaching and learning strategies are being used now in the classroom to help my child meet the grade level standards and what do they look like?
7. How often do you meet with my child's other teachers (such as speech and language, resource room, consultant teacher, etc.) to discuss my child's progress to meet the standards?
8. What can I do to support my child in learning English language arts and math at home?

Tips and Expectations

- ✓ *Have regular communication with your child's teacher.*
- ✓ *When you meet with your child's teacher(s), bring the individualized education program (IEP) and use it as a guide for discussion on your child's progress toward the annual goals and meeting the grade level standards.*
- ✓ *Expect your child's special education teachers, related service providers and regular class teachers to know what supports your child needs and to be meeting and working together to implement your child's IEP.*
- ✓ *Expect your child's teachers to be able to explain the different teaching strategies, supports and accommodations or modifications your child receives in the classroom to learn the curriculum.*
- ✓ *Expect periodic reports for your child's progress toward the annual IEP goals that include information on how he/she is progressing in the general education curriculum (the same curriculum that is taught to all students).*