



Thank you for your interest in IN*SOURCE. My goal is to assist you in becoming a strong advocate for your child. To that end, I would like to share some information with you about the special education process and your rights as a parent.

Attending school case conferences is very stressful for most parents, so I'd like to connect you to some carefully developed resources that I believe you will find to be helpful as you work with your child's school:

- "Reminders for Parents Attending Case Conferences" is a quick reference guide to your special education rights with some common sense tips and hints. You can take this with you to your meeting as a reminder that you do have rights. It also has some suggestions as to what you may wish to do or say during the meeting.
- "Preparing for Your Child's Special Education Case Conference" is a video designed to help parents understand ways to prepare for an upcoming case conference meeting. It discusses meetings, and what parents can do when there are disagreements with the school at the case conference. Its commonsense approach is easy to understand and follow.
<http://insource.org/training/online-courses/general/>
- The "Worksheet of Concerns" will help you think about and write down the concerns that you wish to share and resolve at the case conference. It can help you stay focused on the issues you wish to discuss and to record agreements reached about the issue during the meeting.
- The final resource is the "Article 7 Timeline," which is a helpful guide for understanding the timelines which schools must follow when conducting evaluations.

I hope that you find this information to be helpful as you develop your advocacy skills. Please let me know if I may be of further assistance!



Case Conference Reminders for Parents

Parents are important participants in school meetings. So important, in fact, that parental participation is guaranteed by federal special education law. This handout is designed to help parents participate in school meetings by highlighting some parental rights and discussing typical meeting procedures. Article 7 is Indiana's Special Education rule that complies with the federal special education law. Where applicable, you will see citations (beginning with the number seven) showing where supporting information can be found in Article 7. If you wish to obtain a copy of Article 7, visit our website at insource.org.

- The Case Conference is a meeting where school personnel, parents and sometimes students meet to discuss and develop a student's Individualized Education Plan – IEP.
- The parent and the school are equal partners of the case conference committee and both share decision-making authority. IAC 7-32-12, 7-37-1 (f) (3) (A), 7-42-3 (b) (5) (A)
- Remember that as a parent, you know your child's needs and strengths best. The Case Conference Committee is required to consider your concerns. Your input is valuable and you are an important member of the team! IAC 7-42-6 (b) (2)
- Conferences are to be held at a "mutually agreed upon" day and time. If the date suggested by school does not work for you, please contact school immediately and offer alternative dates/times when you will be available. If necessary, you can attend by phone. 7-42-2 (a)
- Case conference meetings can be overwhelming because there are usually several people from the school in attendance. This is because special education law requires that people with different areas of expertise attend – not because they are trying to intimidate you. IAC 7-42-3 (e)
- You can invite an advocate, friend or anyone knowledgeable about your child to the case conference. It is best to let the school know if you plan on bringing someone with you. 7-42-2 (d) (4) (A)
- Be sure to read the Notice of Procedural Safeguards that is provided by the school at your meeting. It provides a good summary of your rights.
- Prepare for the meeting by making a list of issues you wish to discuss and prioritize them as "must haves" and "would be nice to haves." Go to www.insource.org, Parent Resources tab to print off a copy of "Worksheet of Concerns" to help you.



- Organize important information you have about your child (such as test results, report cards and samples of school work) to bring to the meeting. This information should support the concerns and/or services you may be requesting.
- At the beginning of the meeting clarify who is making decisions for the school.
- Also, clarify how much time has been set aside and use the time wisely by maintaining focus on your child and the topic at hand.
- Try to stay focused and positive. You have the right to air your concerns in an appropriate manner. Ask questions about things you don't understand.
- Keep notes of what transpires at the meeting in order to review them later and to be certain that the discussions were included in the report of the meeting.
- You can stop a case conference at any time and ask to continue the meeting at a later date if you don't understand something or feel that the meeting is becoming too emotional.
- If you and school personnel disagree on key issues such as eligibility for special education or key services, you can stop the case conference and ask to reconvene at another time. You can bring additional information or an advocate to the next meeting. Or, you may choose to request mediation and/or due process hearing to resolve the disagreement.
- You don't have to sign the IEP at the meeting. You can take it home to read and compare to your notes of what transpired at the meeting. You can call IN*SOURCE with questions.
- If this is your child's first IEP meeting, the school cannot provide any services without your signature on the IEP.
- If this is not your child's first IEP, it is very important to remember that the IEP can be implemented without your signature. You must submit your disagreement to the IEP in writing to the school within 10 instructional days. (Date it and keep a copy. Call IN*SOURCE with questions.) IAC 7-42-8 (a) (2)
- Keep in mind that building a good relationship with school staff is the best way to achieve good results during your student's school years.
- **Remember, if things are not going well, you can request to stop the meeting and reconvene at a later date.** You can contact IN*SOURCE for assistance – 1-800-332-4433 or www.insource.org.



Worksheet for Concerns About School-Related Problems

List Your Concerns	Evidence or Indications of Problem	Interventions, Accommodations, or Special Services Needed	Agreements Reached



An Overview: Article 7 and the IEP Timeline

Day 1	The public agency (school) receives a request (preferably written) from the parent requesting a comprehensive educational evaluation for their child, and parent gives consent for this evaluation. See 511 IAC 7-40-4 (d)
Day 2-10	The public agency has up to 10 instructional days to provide the parent with written notice regarding the request for their child's educational evaluation. The notice will either propose to do the evaluation with a description of the evaluation procedure, or refuse the request with an explanation of the parent's rights to contest the refusal. See 511 IAC 7-40-4 (d & e)
Day 45	<ul style="list-style-type: none"> If the parent requests a copy of the educational evaluation prior to the CCC meeting in the initial evaluation request letter, the school must provide a copy of the evaluation to the parent not less than five (5) instructional days prior to the initial CCC meeting. See 511 IAC 7-40-5 (h) The parent can also request that the public agency explain the educational evaluation results to the parent prior to the CCC meeting. See 511 IAC 7-40-5 (i) The parent should receive "adequate notice" regarding the date, time, and place of the CCC meeting. See 511 IAC 7-32-4 A
50 days later	CCC meeting must be scheduled at a mutually agreed upon time and place. See 511 IAC 7-42-2
Day of the CCC meeting	Within 50 instructional days of receiving parental consent, the school district must evaluate the student and hold the first CCC meeting to discuss evaluation results to determine whether the child is eligible for special education and related services. See 511 IAC 7-40-5 (d)
Up to 10 days after the CCC	<ul style="list-style-type: none"> The CCC meets to develop an individual educational program (IEP) designed to meet the students' unique needs. Including Present Levels of Academic and Functional Performance, annual goals, special education and related services, accommodations, state and district test participation, transition services (14 years of age and older), progress achieved, and projected dates of services See 511 IAC 7-42-6 Parents must provide consent in writing to initial IEP. Any member of the CCC can submit a written opinion regarding the IEP that will remain in the student's educational record. See 511 IAC 7-42-6 (f)
11 days after the IEP meeting or sooner	The proposed IEP will be implemented as written if parent has provided consent. See 511 IAC 7-42-8 (b)
1 year after IEP	Annual Case Review - A review of the IEP occurs at least once a year with a CCC meeting. However, parents can request a CCC meeting to revise the IEP at any time. See 511 IAC 7-42-9 (a)
Up to 10 days after the CCC	<ul style="list-style-type: none"> Any member of the CCC can submit a written opinion regarding the IEP that will remain in the student's educational record. See 511 IAC 7-42-6 (f) In order to preserve the previous IEP or take advantage of "stay put," a parent has 10 days after the IEP meeting to decide if they agree or do not agree to the IEP. See 511 IAC 7-42-8 (2)



	<ul style="list-style-type: none"> Disagreement should be submitted in writing to the school no later than 10 instructional days after meeting either requesting another meeting or requesting formal dispute resolution.
3 year educational reevaluation	<p>The public agency has to consider reevaluation for each student with an IEP at least every three years unless both the parent and public agency agree it is not necessary. However, a parent or public agency can request an evaluation any time during the three year period if additional information is needed to address special education and related services. See 511 IAC 7-40-8 for more information.</p>
Modification of IEP	<p>Changes can be made by the CCC at a scheduled CCC meeting. Changes can also be made without a CCC meeting if the parent and public agency agree to collaboratively develop a written document to amend or modify the current IEP. See 511IAC 7-42-9 (e -g) for more information.</p>
Independent evaluation	<p>If the parent disagrees with the evaluation conducted by the public agency, the parent can request the public agency pay for an Independent educational evaluation (IEE). The public agency has the right to approve or deny the request for an IEE within ten business days of a parent's request. See 511 IAC 7-40-7 for more information.</p>
Dispute Resolution	<p>Special education law provides protections for parents and students to insure that they have input as members of the CCC. Parents have options for formal dispute resolution during all stages of the special education process. A complaint can be filed for a procedural violation. See 511 IAC 7-45-1. Mediation can be requested when the parent and school cannot reach consensus. See 511 IAC 7-45-2. A Due Process Hearing can be initiated by the parent or the school in some situations. See 511 IAC 7-45-2.</p>

Revised October 28, 2013

The following information is provided for guidance purposes, and does not constitute legal advice. It is intended to provide a general background of the special education process. If you are seeking answers to legal questions, please be sure to consult with a competent attorney prior to taking any legal action.