Tips for a Successful IEP/ARC Meeting

CHILDREN'S LAW CENTER

A brief guide to IEP (or ARC) meetings for parents, guardians, and advocates

What is an IEP?

An Individualized Education Program (IEP) can help when the child's disability negatively affects their educational performance. The IEP is a written document that describes the accommodations and services the child should receive from school for free, The IEP contains unique educational goals for the child and lists the supports the school will provide to help the child achieve those goals. IEPs are legally required for children (up to age 21) who are identified as having a disability and needing special education and related services under the Individuals with Disabilities Education Act.



Before the IEP meeting, request and review copies of the current IEP, progress reports, tests, notes from teachers, disability and health evaluations, or other important documents.

What is an IEP (or ARC) meeting?

An IEP meeting (known as an Admissions and Release Committee (ARC) meeting in Kentucky) can help decide whether the child is eligible for special education and related services. If a child is evaluated and found to have a qualifying disability, the IEP/ARC Team must meet to develop the initial IEP within 30 days. Parents/guardians should be given notice at least 7 days before an IEP/ARC meeting in Kentucky or early enough to allow the parent to attend in Ohio. If you are not available on the date given, you have the right to request a different date. The IEP/ARC Team must review the child's IEP at least once a year but it can be reviewed more often if requested.

Who are members of the IEP (or ARC) Team?

The IEP/ARC Team includes parents/guardians, regular education teacher(s), special education teacher(s), representative(s) of the school district, someone who can explain results of recent evaluations, the child if appropriate, and other persons as appropriate. If you would like to bring another person (e.g., your child's therapist, an attorney) to the IEP/ARC meeting, you should let the school know in advance and explain how that person will be helpful to the meeting.

What services and supports could be in an IEP?

IEPs can include modifications to the general curriculum (e.g., giving the same homework as peers without disabilities, with extra days to complete it) and/or individualized curriculum (e.g., teaching a blind student to read and write using Braille). The IEP can require additional supports for the child, such as meetings with a counselor or tutor provided by the school. Ask for what your child needs to be successful and help the school consider creative solutions. See the other side of this page for ideas.

Note: The blanket term "parent" is used to represent the person who can legally advocate for a child's educational needs

For more information visit www.childrenslawky.org or contact us at info@childrenslawky.org

CHILDREN'S LAW CENTER

This guide is for informational purposes only. It does not constitute legal advice or create an attorney-client relationship. Every person's situation is different. For an individualized assessment or answers to specific questions, consult an attorney.

Last updated July 2023

Tips for a Successful IEP/ARC Meeting

CHILDREN'S LAW CENTER

A brief guide to IEP (or ARC) meetings for parents, guardians, and advocates

Remember this meeting is for your child. DO NOT let anyone pressure you. At the meeting, you may take breaks, make suggestions, or disagree with the IEP/ARC Team's overall course of action. In these events, documentation is important. Here are some recommendations for you to keep in mind:

- Prepare for the meeting. Write down questions and talk to your child in advance if appropriate.
- Make and bring a list of goals for your child's education. These goals can be related to academics, social skills, emotional skills, and independent living skills.
- Document issues and concerns. Review the conference notes before you leave the meeting and ask any questions you may have. Request changes to the conference notes if you believe they are needed to accurately reflect the meeting and any differences of opinion expressed.
- Write on the IEP or take notes during the meeting.
- Get expert assistance. You can invite people such as your child's therapist(s) or an attorney to the meeting. Always find qualified people to help. You can ask for the school to do a new evaluation of the child's disabilities if needed.
- Go into the IEP meeting with an open mind. If you disagree with anything, don't automatically dismiss it. If the case goes to a Due Process Hearing, it is important that you have been cooperative and open minded when discussing your child's needs.

The student is often a vital part of the IEP/ARC meeting. In fact, the child must be invited to any IEP/ARC meeting that will include discussions about "transition planning" – preparing your child for life after high school. Consider how your child could be fully and appropriately included in any IEP/ARC meeting.



Some examples of services, supports, and accommodations are...

Adjust the Scheduling
- Provide the student extra time to complete assignments or tests
- Break up testing over several days
- Adjust times of breaks/study halls

Adjust the Setting
- Work in a small group
- Work 1-on-1 with teachers

Adjust the Materials and Instruction
- Provide audiotaped lectures or copies of lecture notes
- Use large print, Braille, recorded books, or sign language
- Provide special communication to parents
- Provide adapted equipment like a pencil grip, special seat, or cut-out cup for drinking
- Reduce the difficulty or length of assignments
- Have test questions read/explained when student asks
- Allow assignment/test answers to be given orally rather than written down

Provide Support Services

Assistive technology (e.g., computer, software, communication system) | Peer Tutors | Counseling | Interpreting services | Occupational therapy | Mobility services | Parent Training | Physical Therapy | Psychological services | School nurse/health services | Social work services in schools | Speech-Language Pathology | Special transportation | 1-on-1 instruction/aide as needed day-to-day or on a pre-scheduled basis (e.g., for a class or about conflicts with students, feelings of anxiety, etc). | Special training for staff, the student, and/or parents | And more!

This handout was made possible in part by grants from the Ohio State Bar Foundation and other generous funders.
The views expressed herein do not necessarily represent those of CLC's funders.

This guide is for informational purposes only. It does not constitute legal advice or create an attorney-client relationship. Every person's situation is different. For an individualized assessment or answers to specific questions, consult an attorney.

Last updated July 2023