

# **FOSTERING A COLLABORATIVE IEP RELATIONSHIP: A PARENTS' SIDE PERSPECTIVE**



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- **Permit classroom observations**
- **Do not rush through IEP meetings – ensure parental understanding**

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- **Teacher training for de-escalating emotional parents**
- **No “waiting in the lobby” for the “IEP team to arrive”**
- **Do not discourage teachers advocating for their students**
- **Anonymous rating of administrators by teachers and parents**

# Come Prepared to Meetings



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- **More teacher training on writing IEPs, goal/objective drafting, and data collection and reporting**



**Johnny will improve his classroom performance to a level that will allow him to complete assignments with accuracy and in an allotted time**



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- **Proactively send evaluations and draft IEPs home one week ahead of the meeting**

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- **Recognize twice exceptional student for their gifts as well as deficits**



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- **Take action if you see a child struggling**
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- **Treat children in special education small group classes as all other students in the school**

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  - **Confidentiality and privacy rights of other students do NOT come into play during observations**
  - **Students do NOT have to choose between honors/AP classes and accommodations**



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