

IEP Process Flowchart

Quick Reference Guide for Parents

WYO Right to Read

READING IS A RIGHT, NOT A PRIVILEGE

CHOOSE YOUR PATH

Does your child currently have an IEP?

<p>NO</p> <p>↓</p> <p>SCENARIO 1 Getting an IEP</p>	<p>YES</p> <p>↓</p> <p>SCENARIO 2 Improving Your IEP</p>
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SCENARIO 2: Your Child Has an IEP

Checklist: Is Your Child's IEP Appropriate?

WHAT SHOULD BE IN THE IEP:

1. ACCURATE PRESENT LEVELS

- ☐ Current reading levels with data
- ☐ Specific dyslexia deficits identified
- ☐ How dyslexia impacts learning
- ☐ Baseline for measuring progress

2. EVIDENCE-BASED INTERVENTIONS – Methodology MUST be discussed

- ☐ Explicit, systematic instruction
- ☐ Multisensory structured literacy
- ☐ Targets phonology, decoding, fluency
- ☐ Peer-reviewed research support

- ☐ EXAMPLES: Based on Structured Literacy – Orton Gillingham approach -IDA approved
 - ✓ Wilson Reading System*
 - ✓ Barton Reading System
 - ✓ other Structured literacy programs approved by IDA

- ☐ NOT APPROPRIATE:
 - ✗ Balanced literacy
 - ✗ Three-cueing strategies
 - ✗ Leveled readers without phonics

3. SUFFICIENT SERVICE DELIVERY

- ☐ Daily or near-daily intervention
- ☐ Appropriate duration (not just 30 min/week)
- ☐ Small group or 1:1 instruction
- ☐ Provider certified in IDA approved dyslexia program or trained teacher in the methodology working directly under supervision of certified structured literacy instructor

4. MEASURABLE GOALS

- ☐ Specific to core deficits
- ☐ Include baseline and target data
- ☐ Challenging but achievable
- ☐ Not generic ("will improve reading")

5. BOTH INTERVENTIONS & ACCOMMODATIONS

- ☐ INTERVENTIONS (teach skills):
 - ☐ Explicit phonics instruction
 - ☐ Decoding practice
 - ☐ Fluency building□□
- ☐ ACCOMMODATIONS (access learning):
 - ☐ Extended time
 - ☐ Audiobooks
 - ☐ Text-to-speech & speech to text
 - ☐ No grading on spelling tests or spelling in general
 - ☐ Grade only on content
 - ☐ Use matching or word bank options rather than open-ended or fill in the blanks (this accommodation is NOT a modification)
 - ☐ Use of a calculator if dyscalculia present (child struggles with understanding math operations)

► **RED FLAGS: When to Request an IEP Meeting**

REQUEST MEETING IF:

- Child not making expected progress
 - Falling further behind
 - Not meeting IEP goals
 - Current interventions not working

- Interventions are not evidence-based
 - Using balanced literacy
 - No systematic phonics
 - Provider lacks training

- Services are insufficient
 - Only 30 minutes per week
 - Large group instruction
 - Inconsistent delivery

- IEP team decisions are being overridden
 - Administrators vetoing team agreements
 - Pre-determined decisions
 - Parent input ignored

- IEP not being followed
 - Services not provided as written
 - Accommodations not implemented
 - Missing progress reports

↓ **TAKE ACTION** ↓

ACTION STEPS:

1. PUT IT IN WRITING **EVERYTHING!**

- Email special ed director
- State specific concerns
- Request IEP meeting

2. DOCUMENT EVERYTHING

- Keep all communications
- Track progress data
- Take meeting notes

3. KNOW YOUR RIGHTS

- Bring seasoned advocate to meeting
- You can disagree/refuse to sign
- File complaint if laws violated



YOUR RIGHTS AS A PARENT

- Participate as EQUAL member of IEP team
- Request IEP meeting at ANY time
- Disagree with IEP (refuse to sign)
- Request Independent Evaluation (IEE)
- Bring advocate/specialist to meetings
- Receive Prior Written Notice of changes
- Access all educational records
- File state complaint or request mediation

YOUR INPUT = EQUAL WEIGHT TO SCHOOL STAFF



WHEN TO ESCALATE

Level 1: REQUEST IEP MEETING

↓ (if unresolved)

Level 2: WRITTEN CONCERNS TO DISTRICT

↓ (if unresolved)

Level 3: REQUEST INDEPENDENT EVALUATION

↓ (if still unresolved)

Level 4: FILE FORMAL COMPLAINT

- State Complaint (WY Dept of Education)
- Mediation (neutral third party)
- Due Process Hearing (formal legal process)



KEY FACTS TO REMEMBER

- ✓ DYSLEXIA IS RECOGNIZED under federal law
as a Specific Learning Disability
- ✓ PARENTS ARE EQUAL IEP team members
Your voice matters
- ✓ EVIDENCE-BASED INTERVENTIONS required
Not just what's convenient for district
- ✓ SERVICES MUST BE INDIVIDUALIZED
Based on child's needs, not "what we do"
- ✓ TIMELINES PROTECT YOUR CHILD
 - 15 days to respond to eval request
 - 60 days to complete evaluation
 - 30 days to develop IEP after eligibility
- ✓ YOU CAN DISAGREE
And pursue multiple resolution paths

IMPORTANT PHRASES TO USE

When Requesting Evaluation:

"I am formally requesting a full evaluation for special education services under IDEA."

When Requesting Meeting:

"I am requesting an IEP meeting to discuss [specific concern]."

When Expressing Disagreement:

"I disagree with this decision/service/intervention because..." ... and request a thorough Prior Written Notice

When Noting Law Violations:

"This does not comply with IDEA requirements at 34 CFR §300.[section number]."

When Services Are Inadequate:

"I am requesting evidence-based, structured literacy intervention delivered by trained personnel."

NEED HELP?

WYO Right to Read

Advocating for evidence-based literacy instruction

Visit: WyoRightToRead.org

Email: wyorighttoread@gmail.com

Remember: You are your child's best advocate.

Trust your instincts. Ask questions. Demand appropriate services.

This is informational only and not legal advice.