

A Parent's Guide to an IEP Meeting

Individualized Education Program (IEP)

An Individualized Education Program (IEP) is developed for each student who is eligible for special education services. The IEP must be reviewed at least annually at an IEP meeting.

What must the IEP include?

Present Levels of Academic Achievement and Functional Performance:

This describes your child's current educational performance, including your child's strengths and needs. It should state how your child's disability affects his or her participation and progress in the general education curriculum or appropriate preschool activities.

Measurable Annual Goals and Objectives or Benchmarks:

Measurable annual goals focus on your child's educational needs that result from his or her disability. Benchmarks/objectives are included for each annual goal to help everyone know if your child is making progress toward the goals and how progress will be measured and reported.

The IEP must also include a statement of:

- The **special education and related services and supplementary aids and services** to be provided to your child, or on behalf of your child;
- The **program modifications or supports for school personnel** that will be provided to enable your child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children;
- An explanation of the **extent, if any, to which the child will not participate with nondisabled children** in the regular class and in extracurricular and nonacademic activities;
- Any **individual accommodations** that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments; and

- The **projected date** for the beginning of the services and modifications, and the anticipated **frequency, location, and duration** of those services and modifications;
- Transition goals and services for students 14 $\frac{1}{2}$ years old or older.

A PARENT'S STEP-BY-STEP GUIDE TO AN ANNUAL REVIEW IEP TEAM MEETING

Step 1: Introduction, Sign-In, and Purpose(s) of the Meeting

All meeting participants introduce themselves. A sign-in page will be routed around the table; signing the form only indicates that you were present at the meeting. The purpose(s) of the meeting is (are) stated.

Step 2: Parent Input

In order to make sure we address any questions or concerns that you have and make sure that you are an equal member of the IEP team, the team will ask you if you have any questions or concerns that you want to make sure are addressed at the IEP meeting, as well as ask you to provide input on your child's strengths and areas of need.

Step 3: Current Levels of Performance

The discussion centers around your child's current levels of academic achievement and functional performance. This information typically includes your child's performance on standardized tests, curriculum based measurements, and statewide assessments. Updates from teachers regarding classroom performance will also be discussed. This information is often recorded on the IEP form prior to being shared at the meeting.

Step 4: Progress on Current IEP

The IEP team discusses your child's progress on his/her current IEP goals and objectives.

Step 5: IEP Goals and Objectives

At this time, IEP team discusses proposed goals and objectives for your child's new IEP. Additional goals and objectives may be identified, or changes may be made to the proposed goals and objectives.

Step 6: Supplementary Aids and Services

The team identifies any instructional support and/or accommodations your child will need to access the curriculum and make progress on his/her IEP goals.

Step 7: State and District-Wide Assessment

The team will also determine if participation is appropriate for state and district-wide assessment. If participation is appropriate, specific accommodations will be identified.

Step 8: Educational Services and Placement

The team will discuss the type of special education services your child needs and appropriate placement for implementation of your child's IEP.

Step 9: IEP Paperwork

You will receive a copy of the IEP at the conclusion of the IEP meeting.

Who will be at the IEP meeting?

The IEP team is made up of the following:

- You, the parent
- Your child with a disability, whenever appropriate
- At least one special education teacher, or someone providing special education services to your child
- A general education teacher representative if your child is or may be participating in the general education environment
- A representative of the school (LEA) who:
is qualified to provide or supervise special education, knows about the general education curriculum, knows about the availability of district resources and how progress will be reported to parents
- An individual who can explain evaluation results and how they can be used to plan educational programs; the person may be one of the district staff described above
- Related service personnel, as appropriate
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding your child

How do you prepare for an IEP meeting?

- Check the IEP notice to determine who will be attending the meeting;
- Notify school personnel if you will be bringing someone with you;
- Call your child's case manager with any questions you have or information you need. This helps the team to come to the meeting with necessary information;
- Gather information about your child that will be helpful at the meeting, such as reports from school, your observations, or doctor's reports. If you do have information to share with the team, it may be helpful to provide this information to your child's case manager in advance of the meeting so your child's IEP team can review this information prior to the meeting;
- Prepare your thoughts before the meeting by writing down the important points you want to make about your child or any specific questions that you have.

Questions to think about as a family:

- What does my child do well?
- What does my child struggle with?
- What are my long-range goals for my child?

- What skills would increase my child's independence?
- What goals do I want the school to work on?
- What particular things do I want the school to report to me about?
- What should I know to be able to support my child's progress at school and in the home?
- How and when are good times for the school to contact me when this is necessary?
- How can I communicate with the school?
Should I send notes or emails? Who and when should I call?
- What information should I give the school on an ongoing basis?

Updated 7/13