

What to Expect at an IEP Meeting

After a student has been determined eligible for special education, an Individualized Education Program (IEP) is developed, reviewed, and revised annually by the IEP team.

WHO IS ON THE IEP TEAM?

- Family member(s)
- Student (required by age 14)
- General education teacher
- Special education teacher
- AEA personnel who may help interpret assessments (Special Education Consultant, School Psychologist, School Social Worker, Speech Pathologist, Occupational Therapist, Physical Therapist, Audiologist)
- Anyone Invited by the family or school such as Family & Educator Partnership Coordinators or representatives from outside agencies

Your role as a family member of a student receiving special education services is to participate in the process by sharing information about your child, stating his/her strengths and your concerns. You will work as a team to prioritize your child's educational needs, develop annual goals, and discuss your child's plan.

As a family you have the right to request an IEP meeting at any time you feel it's necessary to review or discuss the IEP.

HOW IS THE IEP DEVELOPED?

Identify Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The IEP team summarizes the student's current educational achievement and areas of need.

You will need to be prepared to:

- Discuss your child's strengths, interests and preferences.
- Identify concerns for your child's education.

- Identify special considerations such as transition, communication, behavior, health needs or assistive technology.
- Establish priorities (these represent your child’s pressing needs) that will become goal areas.

Developing Annual Goals

The IEP team develops measurable annual goals based on identified areas of concern.

Describe Special Services

The IEP team identifies your child’s individualized service needs and describes all services, activities, and supports necessary to meet your child’s educational goals and needs. The team also determines who will provide the services and any accommodations and modifications your child may need.

Consider the Least Restrictive Environment (LRE)

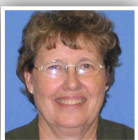
The IEP team describes how the student will participate in the general education setting and will identify how much time will be spent in each setting.

Communicate Responsibilities and Progress

The IEP *team* will discuss the frequency of progress reports and how that progress will be reported to families, **at least as often** as report cards are shared.

We encourage you to prepare for your child’s IEP meeting by looking at the questions on the back of this page.

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