

## Your Student's IEP Team:

IEP Case Manager:

Special Education Teacher:

General Education Teachers:

Occupational Therapist (OT):

Speech & Language Pathologist (SLP):

Physical Therapist (PT):

School Psychologist:

Principals:

Personal supporters:

Others relevant school staff:

### SOURCES:

<sup>1</sup>Understood for All Inc. <https://www.understood.org/en/articles/playing-a-role-in-the-iep-process>

Highline Public Schools Special Education Procedural Handbook: <https://www.highlineschools.org/departments/special-education/procedural-handbook>

OSPI Special Education Procedural Safeguards: <https://www.k12.wa.us/sites/default/files/public/specialed/pubdocs/ProceduralSafeguards.pdf>



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## The Annual IEP Meeting



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# The Annual IEP Meeting

Your child's IEP is valid for one year. The team who collaborated to create it must meet at the end of that year to develop new goals that keep your student learning and growing.

The IEP will outline **where, when, and how** your student will receive their special education services.

Here's a glimpse at what you might expect each year as the annual IEP meeting comes around:

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## Scheduling

Your child's teacher will contact you to coordinate the IEP meeting at a mutually agreed upon time. You should be given reasonable notice to arrange to be present, as you are an important member of the IEP team. If you need more advanced notice, please inform your child's teacher as soon as possible.

IEP meetings typically take place in person, at your child's school. But many teachers can make accommodations to host the meeting virtually (using Zoom) or by conference call. Contact the teacher to request this accommodation.

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## Language Access

You have a right to receive the information presented in an IEP meeting in your native language. An interpreter can be present at the meeting either in person or via phone interpretation service. Make this request to your child's teacher 2 or more weeks in advance of the meeting.

## Preparation Ideas

- Sit down with any of your IEP support people to gather your thoughts, questions, concerns, and ideas.
  - What questions do you have about your child's school experience?
  - What concerns do you have about new or old behaviors?
  - What are some of your child's new or current interests?
  - Review last year's IEP goals.
  - Request a draft: You may request a draft of the new IEP before the meeting to review, come up with questions, and keep the meeting focused on collaboration, rather than just going through the document. This may be a new request for some teachers. You can explain how and why a draft would be helpful to you.
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## A Parent's Role

Parents and guardians are, by law, equal members of their child's IEP team.<sup>1</sup> You bring valuable knowledge about your child's needs, wants, interests, dislikes, habits, and much more. The IEP team is not complete without you! You will carry historical knowledge of the IEP as your student moves through school, as you'll likely be the longest standing member of the team.

You have a right to understand every service and goal being implemented by the IEP.

You are encouraged to ask questions, give input, and be a full participant in this collaborative meeting.

**You may not be an expert in special education, but you are an expert about your child!<sup>1</sup>**

## The Meeting & the IEP

The Case Manager will lead the meeting and go through some important sections of the IEP. Each team member will provide updates and input regarding what they've accomplished with your student and their plan moving forward.

**Present Levels of Performance:** describe the student's academic achievement and functional performance, as well as how the student's disability affects the student's involvement and progress in the general curriculum. The present levels drive the development of goals & objectives.

**Goals:** outline the student's academic plan for the next year. These are measurable and observable terms that spell out what, when, and how the student will achieve mastery.

**Objectives:** break down the skills required in the goal. That way the teacher can assess throughout the year if progress is being made.

**Services:** summarizes your child's entire program of special education. This section will describe the other services your child may receive from other professionals in the building. This might include speech & language intervention, occupational therapy, physical therapy, paraeducators/aids. It will also lay out the supports, devices, and modifications your child will receive.

**Minutes:** refers to the amount of time your child will receive each type of special education service, each day/week/school year.