Preparing For An Initial IEP Meeting

An initial IEP meeting is held once a child has been found eligible for special education services. The purpose of this meeting is to use parent input and the information gathered during the evaluation process to develop an Individualized Education Plan which will include:

- The child's present levels of academic achievement and functional performance (PLAAFP)
- Goals and objectives that address the child's needs as identified by the evaluation
- Special education and related services
- The consideration of Extended School Year (ESY) Services
- A determination of the child's Least Restrictive Environment (LRE)
- Transition services (for secondary students)
- Accommodations and modifications
- Alternate assessments and assessment accommodations

You will receive a Notice of a Team Meeting prior to the initial IEP meeting which will include the date, time, location, purpose, and invited participants.

The required members of an IEP team include:

- A child's parents
- The child's case manager (a special education teacher)
- At least one general education teacher (if the student participates in general education)
- An administrative designee, also called a representative of the agency, who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the district.
- An individual licensed in the student's disability category (who may also be the case manager)
- Students age 14 and older must be invited to attend IEP meetings but are not required to attend

The general structure of an initial IEP meeting is as follows:

- Introductions of all team members
- Review of evaluation results including the child's eligibility category (or categories) and needs
- Discussion of special education and related services including consideration of Extended School Year
- Discussion of goals and objectives
- Discussion of accommodations and modifications including any alternate assessments
- An explanation of next steps including creating a final draft of the IEP

Initial IEP Meeting Checklist:

Prior to the IEP Meeting:

- ☐ Review the Notice of Team Meeting and contact your child's case manager with any questions or concerns
- ☐ Review the evaluation report
- ☐ Identify questions and topics you would like to discuss at the meeting. Consider notifying your student's case manager of any questions and concerns prior to the meeting
- ☐ Gather relevant documents or information you may wish to reference and/or share with the IEP team (evaluation report, health information, etc).

During the IEP Meeting:

- ☐ Share your questions and concerns
- ☐ Provide feedback, especially if you disagree with a decision
- ☐ Ask clarifying questions if you are confused about what is being discussed

After the IEP Meeting:

Following an IEP meeting, the case manager will develop a proposed IEP (a draft of the IEP). The proposed IEP and the Prior Written Notice will be sent to you for review within 10 school days of the IEP meeting. A proposed IEP becomes final when you sign the Prior Written Notice agreeing to the proposed IEP. Parent consent is required

before the initial IEP including any special education and related services may be implemented.

If you agree to the proposed IEP:

- ☐ Sign, date, and check the appropriate box on the Prior Written Notice, and return it to the case manager

If you disagree with the proposed IEP or have questions or concerns regarding the proposed IEP:

- ☐ Contact your child's case manager right away to discuss your concerns. You may wish to schedule a follow up IEP meeting.
- ☐ Return the Prior Written Notice with the appropriate box checked indicating your refusal of the proposed changes