

Individualized Education Program (IEP) Meeting

Student Name: _____

Date: _____

<p>Individualized Education Program (IEP) Meeting At A Glance</p>	<p>What is the Individualized Education Program? The Individualized Education Program (IEP) is a written document designed to meet your child's unique needs.</p> <p>Who are typically members of the IEP Team? Parent/Guardian, Principal/Assistant Principal or designee, Classroom Teacher, Special Education Teacher, Related Service Providers, your child, if appropriate, and/or others invited by school and/or family.</p> <p>What is discussed?</p> <ul style="list-style-type: none"> • Your child's strengths and weaknesses, and present levels of academic achievement and functional performance (PLAAFPs). • Your child's academic, developmental and functional needs. • How your child's disability affects his or her involvement and progress in the general curriculum. • Behavior interventions and strategies, if needed. • Communication needs. • Home-school communication. • For students ages 14 and older, your child's post-secondary goals related to training, education, employment and, if appropriate, independent living skills (additional information in Transition section). • All factors involved in providing a Free Appropriate Public Education (FAPE) for your child, including your child's need for Extended School Year (ESY) services and assistive technology. • Provision of services in the Least Restrictive Environment (LRE). <p>What is determined?</p> <ul style="list-style-type: none"> • Measurable annual goals and the need for short-term objectives. • Participation in state, division and/or alternate assessments, and anticipated diploma outcomes. • How progress toward annual goals will be measured. • When you will receive progress reports. • Frequency, duration, and location of special education and related services to be provided. • Transition services (required for children 14 years and older), including course of study, instruction, related services and community experiences, based on your child's needs.
<p>Tips for Preparing <i>Your school values your contributions.</i></p>	<ul style="list-style-type: none"> • Reflect on your child's strengths and educational needs. • Seek your child's input. • Consider your short and long term goals for your child. • Think about supports you think your child may need at school. • Share relevant information, input and suggestions with the IEP Team in advance of the meeting, if possible. • Request draft IEP materials (draft PLAAFPs and draft goals are usually sent home by the school at least two days prior to the meeting) and current IEP, if applicable. • Schedule time to review draft materials, report cards, and IEP progress notes; and prepare for the meeting.

<p>Tips for Preparing <i>(continued)</i></p>	<ul style="list-style-type: none"> • Consider your family's priorities and desired outcomes for this meeting. Use the Talking Points section (on reverse) to help organize your thoughts. • Learn about the Virginia guidelines for participation in state assessments (which may impact diploma options) on VDOE's website at www.vdoe.virginia.gov. • Learn about Virginia Diploma Options at: www.apsva.us/prc/diplomas/ • Note any questions you want to remember to ask during the meeting on the Questions section on reverse. • Attend the Parent Resource Center (PRC)'s "Becoming an Active Member of Your Child's IEP Team" training. • Contact the PRC to discuss how you can prepare for this meeting.
<p>My Role as a Parent or Guardian <i>You are an equal and valuable member of the educational team.</i></p>	<ul style="list-style-type: none"> • Actively participate in discussion at the meeting. • Be comfortable sharing your input, thoughts and any concerns. • Ask questions and seek clarification as needed. • If you agree with the final draft, you will be asked to provide consent for the IEP to be implemented. • If you wish to review the IEP before providing consent, you may review the final draft and return it to the school signed after the meeting. (Be advised, until you provide written consent, the school is unable to initiate the special education and related services specified in the new IEP.) • At the end of the meeting, if the team has not reached consensus on the IEP, or if you disagree with the final draft, a follow-up IEP meeting will be scheduled. <p>Note: <i>Your consent is required for implementation of an initial IEP, and for any changes to your child's IEP. You have the right to revoke your consent for your child to continue to receive special education and related services at any time.</i></p>
<p>Talking Points</p>	<p>Questions</p>