

PARENTS' GUIDE TO AN IEP



Dear Parent or Guardian of _____

You have been informed of and invited to a meeting about your child's Individualized Education Program (IEP). Like your child, each IEP is unique. Your participation is very valuable in planning and implementing a program that addresses your child's specific needs. To help you understand the process and be more comfortable as a member of your child's IEP team, we have answered below some questions you might have.

“WHAT IS AN IEP?”

Federal and state law mandates that any child who meets the criteria for exceptionality and demonstrates need for special education or related services must have an “Individualized Education Program” (IEP) to meet his or her unique educational needs. The IEP must be developed, and reviewed at least annually by a team that includes school professionals, parents, and others as appropriate.

“WHO WILL BE INVOLVED IN DEVELOPING THE IEP?”

The specific participants in developing an IEP are determined on an individual basis, but in general, the team is composed of parents, the child (if appropriate), a regular education teacher (if the child is, or will be, participating in the general education program), a special education service provider and/or qualified district specialist and a school or district supervisor. In addition, the school or you may invite other people who have special knowledge or information about your child that could be important in planning an appropriate program.

“WHAT IF I CAN'T ATTEND THE MEETING?”

Your input at an IEP meeting is very important. The school will make every reasonable effort to ensure that you are included. If, upon receiving an invitation and notice of an IEP meeting for your child, and you cannot attend, you can request that the meeting be rescheduled. If for some reason you still cannot be present, you can participate through written input or by phone. If an interpreter is needed, one will be provided at your request.

If you do not respond to the invitation and do not choose to participate, the school can hold the IEP meeting without you. They will then mail or give you a copy of the IEP for your review before the program starts to give you an opportunity to disagree with the school's findings or plans.

“WHAT WILL BE DISCUSSED AT THE IEP MEETING?”

The IEP will include information (as applicable) about (1) your child's skills, abilities and strengths; (2) your child's needs, including instruction and/or social; (3) a list of objectives (goals) your child can reasonably be expected to achieve within one year and the activities that will help him or her do so; (4) the special education and related services your child may need in order to benefit from his or her education (5) the accommodations and/or modifications (changes) your child may need to participate in the general education program or curriculum; (6) the supports your child may need to participate in standardized testing or other ways to measure

progress and mastery of skills; (7) a determination if there is a need for extended school year (ESY) services or assistive technology; (8) supports, as needed, for school personnel and parents.

“WHAT CAN I DO TO PREPARE FOR THE MEETING?”

Since the focus of the meeting is on your child and you know him or her best, take some time to think about what strengths your child has that can be built on, what interests and goals he or she has, what hopes you have for his or her future, and what concerns you have about your child. Then fill out the *Parent Report Questionnaire* form and bring it to the meeting.

Consider if there is anyone who would have special knowledge or information about your child that would help the team design the best possible IEP for the child. This could be another family member, a professional, or someone in the community who could offer insight from another perspective. You are not required to bring someone to the meeting, but you do have the right to invite others if you wish. (If you are planning to bring someone, please let the school know ahead of time to ensure that the meeting area is large enough for everyone.)

“WHAT WILL HAPPEN AT THE IEP MEETING?”

Whether the meeting is to develop the child’s first IEP or it is to review and update an existing IEP, the team will begin by discussing the child’s strengths and looking at the child’s assessments. Each team member will have the opportunity to contribute. As the child’s parent and valued member of the team, offering your insights is an important part of the process. The team will then work together to formulate annual goals and short-term objectives or benchmarks tailored to your child’s needs. During the process, feel free to ask questions or express your point of view.

The IEP is a plan for your child’s educational success. Once the IEP is developed, you will be given a copy. Though it is designed to be a 12-month plan and must be reviewed annually, the IEP can be revised at any time as needed.

“WHAT HAPPENS AFTER THE MEETING?”

The IEP will include specific goals and objectives for your child, how he or she is expected to achieve them, and what support is needed to do so. Once the team has reached consensus about the plan, the program is started. Progress is carefully monitored and you will receive written reports at least as often as are given to the general student population, or as spelled out in the IEP.

DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY

Student Name: _____

Date: _____ School: _____

Describe the relevant behavior noted during the observation(s) and its relationship to the student's academic functioning: _____

Describe any educationally relevant medical findings: _____

When provided with learning experiences appropriate for his or her age and ability, is the student unable to achieve commensurate with his or her age and ability levels in one or more areas below?
 YES NO

In which areas does this student have a severe discrepancy between achievement and ability that cannot be corrected without special education and related services?

- Basic Reading Skills Mathematics Calculation Oral Expression
- Reading Comprehension Mathematics Reasoning Written Expression
- Listening Comprehension

Summarize assessment results and other data used by the team to support the determinations cited checked above.

Evaluation data, including comparison of test results: _____

Classroom-based assessments, work samples, effective interventions: _____

DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY (continued)

Standardized test scores: _____

Additional data and other information: _____

How did the team determine that the learning problem is not a result of environmental, cultural or economic disadvantage? _____

How did evaluation results rule out a visual, hearing or motor impairment, mental retardation, or an emotional disturbance as the primary reason for the discrepancy? _____

Multi-Disciplinary Team Participants

Title	Date	Agree*	Disagree*	Signature
Parent				
Parent				
Student				
Sp. Ed. Teacher				
Reg. Ed. Teacher				
District Rep.				
Evaluator				

***Team members must initial either the “Agree” or “Disagree” boxes. Team members who disagree must submit a separate statement presenting his/her conclusions.**

Moreno Valley High School
Special Education Department
RE-EVALUATION PROGRESS REPORT

STUDENT INFORMATION

Student's Name: _____ DOB: _____ Grade: _____

Current parent/guardian address: _____

Phone number: _____

Date of initial special education placement: _____

Special education placement and services: _____

Required re-evaluation due date: _____

STUDENT HEALTH INFORMATION

Hearing R	P	F	Hearing L	P	F	Date Tested
vision R			vision L			Date Tested:
Health comments						

IEP GOALS/PROGRESS

Below please state briefly each of the goals being addressed with this student and progress being made.

IEP Goal: _____

Progress: _____

IEP Goal: _____

Progress: _____

IEP Goal: _____

Progress: _____

IEP Goal: _____

Progress: _____

Special Ed Teacher/Evaluator Signature: _____ Date: _____

PROGRESS RATINGS (General Education)

Please use the following scale to rate the student's present educational performance and behavioral characteristics followed by a rating of progress observed since the last evaluation.

Attitude	Poor	Average	Excellent		
	+	+	+		
Completes Assignments in Class	0%	50%	100%		
	+	+	+		
Quality of Classwork	Poor	Average	Excellent		
	+	+	+		
Test Performance	Poor	Average	Excellent		
	+	+	+		
Completes Homework Assignments	0%	50%	100%		
	+	+	+		
Quality of Homework	Poor	Average	Excellent		
	+	+	+		
Classroom Behavior	Poor	Average	Excellent		
	+	+	+		
Comes to Class Prepared	Prepared		Not Prepared		
	+	+	+		
Current Grade Average	F	D	C	B	A
	+	+	+	+	+
Attendance	Poor	Average	Excellent		
	+	+	+		

Please provide qualitative observations about this student's strengths, weaknesses, progress and needs.

Teacher/Evaluator Signature: _____ Date: _____

Please return to _____ By: _____

