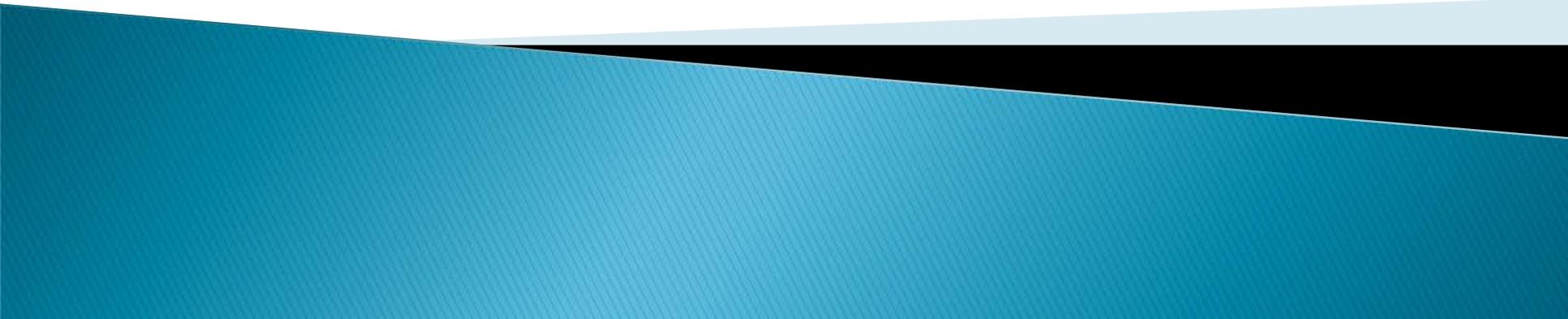


# Preparing for an IEP Meeting





# When you are the facilitator for the IEP Meeting...

- ▶ Your job is to assist IEP Team members in communicating with each other and in developing an effective IEP for the students. Therefore ...
    - It is necessary to understand the process for developing an Individual Educational Plan.
    - It is necessary to understand the importance of the required participants and their roles including the value of the information they can provide at the IEP meeting.
    - It is important to understand how to complete the various IEP forms properly.
- 

**“When parents and educators are able to work together in a collaborative partnership, positive student outcomes result.”**

- ▶ Epstein & Sanders, 2000
- ▶ Giles 1998
- ▶ Henderson & Mapp, 2002



# When you are the facilitator for the IEP Meeting...

- Decide who will gather the various forms needed
  - It is advisable to have as much of the information completed as possible prior to the meeting (in draft form). This will assist in having the meeting flow efficiently without unnecessary delays.
- 

# Did I say something wrong?



“It’s so good to see you again, Mr. Brown. We have already finished the IEP and all we need for you to do is read and sign it.”

From “Top Ten Fatal IEP Meeting Quotations”, by Julie Weatherly, Esq.



# Stress Collaboration:

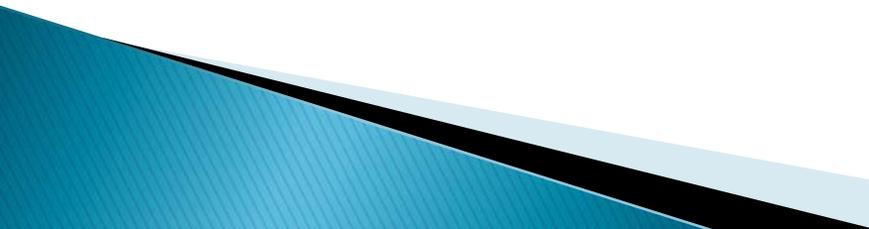
Show that you want to work together by using positive communication–

“You need to see me as soon as possible to discuss Johnny’s poor study habits.”

“I’d like to discuss with you how we might work together to improve Johnny’s study habits.”

- 
- ▶ Preplanning with the parent(s) is a technique that is helpful in encouraging parents' involvement in the IEP process.

This includes:

- sending home drafts of the IEP goals and supplementary aids and services/program accommodations
  - meeting with the parent prior to the IEP meeting to discuss their concerns or questions
  - meeting with parents who have not attended any/many meetings prior to the IEP meeting to discuss how the meeting operates and specifically the role of the parent in the meeting.
- 



## ▶ Additional Preplanning with the parent(s)

- Parents need to be contacted for their consent to go forward with the meeting if a required participant is unable to attend the IEP meeting, but has a report and goals (when appropriate) Requires use of ISBE Form 34-57H, Excusal of IEP Team members, Form 20 in netIEP. If parents are not in agreement, the IEP meeting will need to be rescheduled so that all staff and the parents may attend.

(Public Law 108-446, December 3, 2004)



## ▶ Preplan with district staff

- Make sure district staff are gathering valid data, in language arts, reading, math, communication, and behavior that results in valuable information for developing improved IEPs.
- Know the order in which information will be presented; set an agenda with other staff members who will be present at the meeting.



## ▶ Preplan with district staff

- Decide who will do what task during the meeting, i.e., who will bring up which issues and who will do the actual recording. Whenever possible, the facilitator should not be the recorder.

## ▶ Preplan with district staff

- When district staff members have differing views of services, including adding new services such as assistive technology, individual teaching assistants, occupational therapy or others. These should be addressed with district administration prior to the IEP Meeting.

## ▶ Preplan with district staff

- When contentious issues arise that may prevent a unified presentation by the district staff, have a contingency plan. For example, if a parent shows up with an attorney, brings a tape recorder or video camera without informing the team ahead of time, you should know your district's policy on these situations.

# Did I say something wrong?



“We have already met and decided that Joe will be in a self-contained special education class next year.”

From “Top Ten Fatal IEP Meeting Quotations”, by Julie Weatherly, Esq.



# Types of Meetings

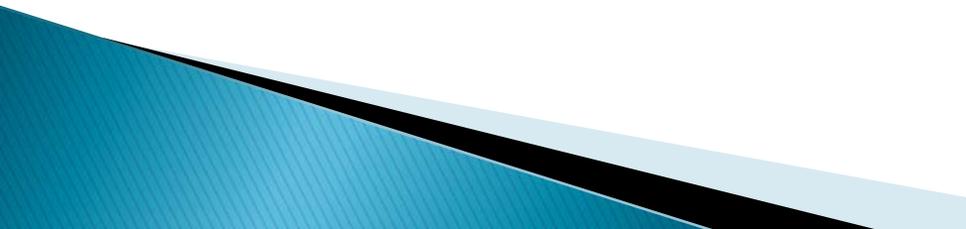
- ▶ Identification of Needed Assessments (The Domain Meeting)
  - ▶ Eligibility Determination
    - Initial
    - Reevaluation
      - continuation of eligibility
      - change of eligibility
      - termination of eligibility
      - manifestation determination review
      - FBA Assessment
      - Dismissal
- 

# Types of Meetings

- ▶ IEP for Service
  - initial IEP
  - annual IEP review
  - educational setting or placement change
  - program services change
  - post-secondary goals and transition services/Indicator 13 checklist
  - graduation
  - create or revise BIP



# Preparing for any IEP meeting

- ▶ Consider the Purpose of the IEP meeting.
  - ▶ Consider who should attend the meeting.
  - ▶ A written notice, (Parent/Guardian Notification of Conference, Form 2 in netIEP) must be sent in sufficient time to allow the parent to have 10 calendar days notice on the purpose of the meeting, the proposed date, time and place for the meeting, who else will be in attendance and the parents' right to invite other individuals with knowledge or special expertise regarding the child.
- 



# Preparing for any IEP meeting

- If the parent indicates the proposed date or time is inconvenient, the district shall make reasonable efforts to accommodate the parents' schedule such as rescheduling, meeting by conference call or use of other means of communication as may be available, i.e. video conference.
- 



# Preparing for any IEP meeting

- ▶ Other considerations regarding the notice –
    - If the parent does not attend the IEP meeting, the IEP team must have detailed records of telephone calls made or attempted and the results of those calls, copies of correspondence sent to the parents and any responses received, and detailed records of visits made to the parents home or place of employment and the results of those visits.
- 



# Preparing for any IEP meeting

- If the parent is willing to waive the 10 days notice, written documentation of that waiver must be obtained. (The waiver is in the Document Library of netIEP.)
- If the parent requires an interpreter due to deafness or having a native language other than English, the district must take whatever action is necessary to facilitate the parents' understanding of and participation in the proceedings at the meeting.

(23 Illinois Administrative Code 226.530)

