



**IEP
Membership
and Roles**

Purpose of an IEP Team Meeting

The primary purpose of an IEP Team meeting is to design an IEP that will meet the unique needs of an eligible student.

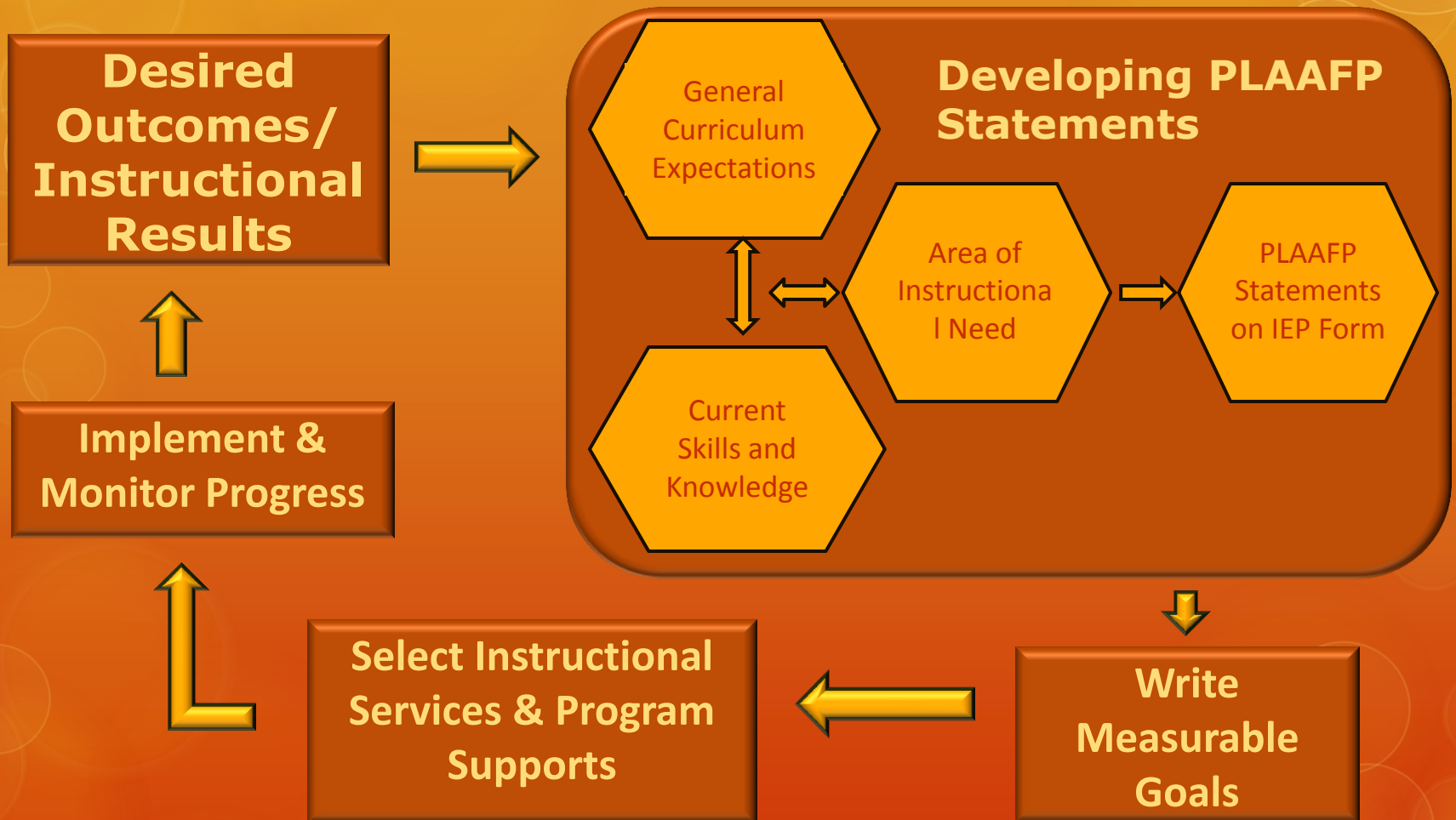
The IEP Team plans the special education and related services designed to provide access to and progress in the general curriculum. The IEP Team members should come prepared to participate in an open discussion regarding the student's individual needs and how those needs affect the student's mastery of the content standards and objectives.

Goal

The Goal of EVERY IEP Teams is to develop an IEP that meets each student's **INDIVIDUAL** needs!



IEP Development Process



IEP Development: a "GPS"

○ You:

- Know where you want to go
- Enter data about where you are
- Create a map
- Adjust to opportunities/barriers
- Arrive and choose a new long-term goal



Planning: Two Critical Components

- *Knowing where you want to go*
- *Using data as the basis*



IEP Team Membership

- Required Membership:
 - Parent(s)
 - General Education Teacher
 - Special Education Teacher and/or
 - Special Education Service Provider or related service provider
 - Representative of the District
 - Individual who can interpret the instructional implications of evaluation results
 - Others with knowledge or special expertise at the parent or district discretion

IEP Team Membership

- Required Members continued
 - The Student when appropriate, but required during transition meetings
 - A Representative of any Participating Agency
 - Part C Coordinator if necessary
 - A representative of the Private School or Facility



Roles of IEP Team Members

- Parent(s)
 - Natural, adoptive or foster parent, guardian, an individual acting in the place of a natural or adoptive parent with whom the child lives or an individual assigned to be a surrogate
 - Knows the student's history
 - Knows the student's strengths and needs
 - *Can be the only stability in a student's life*



Parent's Checklist

*To ensure the special education process
is meeting all of your child's needs.*



Before the IEP meeting

- Did I meet with my child's teacher to go over his/her progress?
- Is the time and place of the meeting convenient for me?
- Do I need a
 - Babysitter?
 - Translator?
 - Transportation?



During the IEP Meeting

- Have introductions been made? Do I know who everyone is and what their position on the team is?
- Have I been made aware of the procedural safeguards?
- Does everyone seem to be working towards improving my child's education?
- Do all teachers/administrators seem prepared?
 - Are all necessary data, information, and assessment results present?
- Did I ask when I was unsure of educational language or jargon?
- Is my opinion asked for and valued?
- Did I:
 - Express what services I want for my child?
 - Express what placement I want for my child?
 - Express any other concerns, opinion, or thoughts about my child relating to the IEP process?



After the IEP Meeting

- Did I document when, where, and what was discussed at the meeting?
- Have I stayed in contact with the teacher?
- Asked for or received updates on my child's progress towards his IEP goals?
- Monitored my child's assessment, school work, and progress at home?
- Asked any questions of teachers or administrators?



Ten Common Mistakes Parents Make at the IEP Meeting



#1. Believing the Professionals are the ONLY experts.



#2. Not making requests in writing.



#3. Not being familiar with Prior
Notice of Procedural Safeguards.



#4. Requesting a related service instead of an assessment that supports the need for a related service.





#5. Accepting assessment results that do not recommend the services you think your child needs.

#6. Allowing the assessment information to be presented for the first time at the IEP Mtg.



#7. Accepting goals and objectives that are not measurable.



#8. Allowing placement decisions to be made before IEP goals and objectives are written.



#9. Allowing your child's IEP meeting to be rushed so that the school staff can begin the next child's IEP meeting.



#10. Not asking a lot of questions.



Cooperative's IEP Motto



Educator's ABCs for IEPs

- A** Accept parents as they are
- B** Build relationships with parents
- C** Consider assistive technology needs
- D** Designate a rapport builder for the IEP Team meeting
- E** Encourage parents to actively participate in the development of the IEP

Educator's ABCs for IEPs

- F** Familiarize yourself with the needs of the student and his/her family
- G** Give parents opportunities to express opinions about their child
- H** Help parents understand the information presented
- I** Invite parents to be part of the IEP Team

Educator's ABCs for IEPs

- J** Judge not, for you have not walked in their steps
- K** Know what educational options are available
- L** Listen to others' perspectives
- M** Make appropriate modifications and accommodations for the student
- N** Never say it can not be done

Educator's ABCs for IEPs

- O** Offer opportunities for parents to visit suggested programs
- P** Plan goals, objectives and benchmarks from accurate assessment data
- Q** Question parents about their concerns and issues
- R** Remember, you may be working with this family for several years

Educator's ABCs for IEPs

- S** Show that you are a professional – control your emotions
- T** Treat parents and other professionals with respect
- U** Use understandable language – not educational jargon
- V** Validate parental involvement and input

Educator's ABCs for IEPs

W Win-win situations are best

X X-ray your own position

Y You must look at students' strengths and weaknesses

Z Zealously guard against win-lose or lose-lose situations

Finally

Parents need professionals,
Professionals need parents,
And the students need us all!

Thank You!



Wamego • Rock Creek • Mill Creek Valley

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