

I.E.P. Meeting Guide

For Educators, Counselors, Related Service Providers, Para-Instructors, and Administrators

Student's Name _____ Date of Meeting _____

BEFORE ADDRESSING THE I.E.P. DOCUMENT

Completed

1. Make it **PERSONAL**

Everyone at the meeting should introduce himself or herself, (that's obvious). But be sure to introduce who you are in relation to the *student*. Parents want to know how you know their child. Make it personal. *"I am Sarah's resource room teacher, and I see her every day at 9am when she comes running in from morning recess."* Include something positive and personal that you know or understand about their child, to reinforce everyone's comfort level.

2. Start with the **PURPOSE** of the meeting

Many parents and students are anxious about meetings at school, and often associate them with *trouble*. Be clear that discipline is not the theme. The purpose of an IEP meeting is to gather together everyone who influences the education of the student to talk about what is going well and how to help make progress in school - NOT get anyone in trouble.

3. Confirm that everyone knows what an I.E.P. IS - including the student

An **Individual Education Plan (I.E.P.)** outlines a personalized learning program that is collaboratively created based on a student's unique needs. The IEP:
Ensures students are receiving appropriate educational services
Helps make learning accessible in relation to the student's unique needs
Monitors student progress in achieving their academic and personal goals

4. Provide parents with a hard-copy or electronic **Student Portfolio**

Giving parents a binder or flash drive that includes a copy of the current IEP, paper to take notes, student work samples and a print out of a student's progress (report cards, district / state assessments, alternative assessments, and evaluations) can help them understand and be an active participant in the meeting. The Student Portfolio should highlight evidence of strategies that teachers are using so parents can continue those same supports at home.

5. Include the **Student - no matter how old!**

In order to reduce stigma, decrease anxiety, and teach self-advocacy, the child needs to be involved in their IEP process - even if it is just a small part of the meeting. Many people argue that younger students aren't ready for the meetings - we respectfully disagree. Students should be aware of their learning strengths and challenges and should be taught about their disability, for the purpose of advocating for themselves.

WHILE ADDRESSING THE I.E.P. DOCUMENT

Completed

1. **Break the Ice** with simple **biographical information**

- Ask if the phone number, address, all contact information has changed. Have there been any updates in medical conditions, medication, etc.? This is easy information to talk about that parents and students can easily respond to.

2. Review **Testing Accommodations**

- Review the accommodations the student is entitled to when they are tested.
- Reinforce self-advocacy in the student (especially middle and high school) to remind their teachers to provide their accommodations.

3. Review the **Schedule of Related Services**

- Provide time for the related service providers to share how the student is doing, including attendance, participation, and progress.

4. Review **Academic Class Schedule and Attendance**

- Address any truancy issues and reasons for skipping certain classes.

5. Discuss **Teacher Reports on Present Performance and Goals Progress**

- Let each teacher share their report on how the student is doing in his / her class.
- Review individual strategies teachers have tried, and how they are working.
- Ask for student input on what works for him/her!
- Refer to work samples in the **Student Portfolio**

6. Review **Report Cards Grades and/or Standards Progress**

- Review actual report cards, grades, and credits towards grade-level progress.
* Here is where younger students may leave if it is not appropriate.
- Discuss whether the student is on grade level especially for ELA and Math.

7. Discuss **Assessment Scores and Progress**
- Review results from any relevant formal state / district assessments and what they mean for the student in relation to promotion.
 - Emphasize the positive accomplishments and progress that the student has made.
8. **Counselor & Psychologist Updates**
- Discuss social and emotional issues relevant to the student's experience at school.
 - Address all Behavior Intervention Plans, conduct sheets, or ABA's in place.
 - Address transition goals if applicable.
9. Discuss any **recommendations for changes** to the IEP
- Affirm that the student is in the proper placement /setting or address the need for change.
 - Affirm that testing accommodations are appropriate or address any additions or subtractions.
10. Ask all participants if they have any additional **expectations or questions**.
- Listen closely to what the parents say and respond directly to their concerns and requests.
 - Add any expectations for progress parents want addressed in the following year.
 - Clarify the meaning of any unfamiliar terminology.
11. Obtain **Signatures** for Attendance
- Each member in attendance should sign the agreed upon I.E.P.
 - Remind parents of what they can do to help their child at home.
 - Encourage the family to collect future work samples, proud moments and evidence of progress.
 - Say "thank-you" and make sure the parent can navigate to the exit of the school.

For additional resources for teaching diverse learners, visit www.educationmodified.com.

For Teachers, by Teachers