

Individualized Education Program (IEP) Meeting Parent/Guardian Input

Student Name:	
Parent(s) Name:	
Meeting Date:	
Reason:	

Invitation

Did you agree to the date and time? Do you agree to why you are meeting? Are the correct people invited to the meeting?

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Cover Page Review

Check the information. If you have any questions, email the contact person listed on the form and ask before the meeting.

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Team Considerations: Student Strengths

What strengths would you like to have included? The student's strengths are used to enhance their education.

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Team Considerations: Parental Concerns

What concerns do you have to enhance the student's education and that you want added?

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Team Considerations: Assessments

Do you need clarification on any scores that are listed or how the student is being assessed?

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Team Considerations: Communication Needs

Do you agree or need any clarification on the statement listed?

Team Considerations: Assistive Technology (AT)

AT devices and services based on the student's unique needs will help them to use their strengths to compensate or "work around" weaknesses caused by their disabilities. The student can then be more confident and independent. This must be considered in the development of a student's Individualized Education Program (IEP). List your ideas and suggestions.

Team Considerations: Behavior

The question to ask in this section is whether the student's behavior "impedes" their ability to learn or "impedes" the ability of other students to learn. Work refusal is a type of behavior. If behavior does "impede" then behavioral supports and interventions, and other strategies need to be considered.

NOTE: Parents/Guardians find it helpful to discuss the **Present Level of Educational Performance (PLEP)** and the **Measurable Annual Goals** at the same time.

Present Level of Educational Performance (PLEP)

These are the statements that describe the student's present levels of **academic** achievement and **functional** performance. These statements are the baseline data for the student at this moment. If the student has had earlier IEP's their progress towards their prior Measurable Annual Goals can be listed. They are to include how the student's disability affects their involvement and progress in the general education curriculum.

Measurable Annual Goals

Measurable Annual Goals are based on the student's present levels of academic achievement and functional performance. **They need to match.** Goals need to meet the student's needs that result from their disability to "enable the child to be involved in and make progress in the general education curriculum". Goals need to also meet the student's "other educational needs that result from the child's disability".

Accommodations/Modifications and Supports for School Personnel

Accommodation and Modifications are different. An **accommodation** can help the student learn the same material and meet the same expectations as their peers. They do not reduce the learning expectations. They provide a student access. A **modification** is when the student is far behind their peers and they need changes (modifications) to the curriculum. The student isn't expected to learn the same material as their peers. They change, lower, or reduce the learning expectations. **Supports for School Personnel** are supports given to school staff to help them more effectively work with the student.

District or Statewide Assessments

If you are confused, ask questions! Accommodations are available for the student so make sure you ask the questions.

Special Education and Related Services & Supplementary Aids and Services

These are the minutes the IEP Team decides the student needs for Special Education. It shows what is to be provided to the student, or on behalf of the student. These services are to enable the student to: 1) "To advance appropriately toward attaining the annual goals", 2) "To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities." and 3) "To be educated and participate with other children with disabilities and nondisabled children in extracurricular and nonacademic activities."

Least Restrictive Environment (LRE)

The Least Restrictive Environment (LRE) means that a student who has a disability should have the same opportunity to be educated with students without disabilities, to the greatest extent appropriate, providing supplementary aids and services. Inclusive Education is the basis for the Least Restrictive Environment (LRE). **Inclusion** is not a term used in the Individuals with Disabilities Education Act (IDEA). The IDEA **does** require though that school districts educate students with disabilities in the Least Restrictive Environment (LRE).

Extended School Year (ESY)

The following statement is taken from the Office of Superintendent of Public Instruction (OSPI) Form, Washington State.

- "The purpose of ESY services is the maintenance of the student's learning skills or behavior, not the teaching of new skills or behaviors."
- "The IEP team's decision for ESY should be based upon regression and recoupment time based on documented evidence, or on the determinations of the IEP team, based upon the professional judgment of the team and consideration of the nature and severity of the student's disability, rate of progress, and emerging skills, with evidence to support the need."

Prior Written Notice (PWN)

The Prior Written Notice (PWN) can be a confusing term. The school district **must** send the parent a Prior Written Notice (PWN) after a decision has been made but **before** it is implemented. The details of a Prior Written Notice (PWN) can be found under Washington Administrative Code (WAC), WAC 392-172A-05010. **Prior notice and contents**