

Individualized Education Program (IEP) Meeting: Family/Guardian Overview

Student Name: _____

Date: _____

What is an IEP (Individualized Education Program)?

An Individualized Education Program (IEP) is a written plan created just for your child. It outlines your child's strengths and educational needs; establishes annual goals; and identifies the supports and services your child needs to learn and make progress in school.

Who's on the IEP Team?

- You (the parent or guardian)*
- A school administrator (*usually a principal or assistant principal - often referred to as the local education agency (LEA) representative*)*
- A general education teacher (*such as your child's classroom teacher*)*
- A special education teacher*
- Related service providers, if applicable (*such as a speech therapist or occupational therapist*)
- Your child (*children ages 14+ are invited to attend, but younger children may also participate as appropriate*)
- Anyone else invited by you or the school

*Note: * signifies **required** team members*

What Does the Team Discuss at the IEP Meeting?

- Your child's strengths and educational needs, and how they're doing in school (academically, socially, emotionally, and behaviorally), and results of recent assessments
- How your child's disability affects their learning and progress
- Any behavior or communication needs
- How you and the school will stay in touch about your child's progress
- If your child is 14 or older, their goals for life after high school (college, work, independent living, etc.)
- The specialized instruction and related services your child may need, as well as other supports and considerations, to ensure that they receive a Free, Appropriate, Public Education (FAPE)
- Making sure your child learns in the least restrictive environment (LRE). This means that your child is educated with typically developing peers for as much of the school day as possible.

What Decisions Are Made at the Meeting?

- What goals your child should work on during the year, and what accommodations/modifications they may need to learn and make progress in school
- How your child will take state or school assessments and what kind of diploma they're working toward
- How the school will track and measure progress on your child's goals—and how often you'll get updates
- What special education and related services your child will receive, how often, where, and for how long
- If your child is 14 or older, what transition services they'll need to get ready for life after high school (including classes, training, and community experiences)

What is my role as a Parent/Guardian during the IEP Meeting?

- Actively participate in discussion at the meeting. *Note: Let the school know if you need language interpretation and/or ADA accommodations to participate.*
- Be comfortable sharing your input, thoughts, and any concerns you may have.
- Ask questions and seek clarification as needed.
- Consider and express whether you agree with IEP Team decisions. Your consent is required to implement and/or make changes to the IEP. If you agree with the final draft, you will be asked to provide consent for the IEP to be implemented. If you wish to review the IEP before providing consent, you may review the final draft and return it to the school signed or sign it electronically after the meeting. *(Please note that until you provide written consent, the school is unable to initiate the special education and related services specified in the IEP.)*

Getting Ready for the IEP Meeting

Here are some steps you can take to feel more prepared and confident:

- ☒ Becoming familiar with the IEP process is very important. The PRC offers a detailed IEP class during the year, and you can also [watch the class online now](#). Contact the PRC at 703.228.7239 or prc@apsva.us if you have questions or would like help in preparing for your IEP meeting.
- ☒ Talk with your child's case carrier about your child's meaningful participation in the IEP meeting.
- ☒ Review and organize your child's eligibility components, recent report cards, test results, and previous IEP progress notes. Think about your child's strengths and areas of need, so you are prepared to discuss them with the team. *Your child's IEP progress notes and report cards are available in [ParentVue](#).*
- ☒ Talk with your child about school, and seek their input
- ☒ Use the PRC's [IEP Input Template](#) to submit ideas and questions in advance for the team to consider.
- ☒ A draft of IEP present levels of academic achievement/functional performance and annual goals will be available two days prior to the IEP meeting. Confirm a plan with your child's case carrier to ensure you receive the draft, and take time to carefully review the draft. The PRC IEP class addresses developing effective and measurable goals.
- ☒ Jot down any comments/notes you wish to share in the "Talking Points" section below.
- ☒ Write down any questions you want to ask during the meeting in the "Questions" section below.
- ☒ If you plan to bring someone with you to the meeting (like a friend, advocate, or family member), let your school know ahead of time so they can prepare space and materials.



PRC IEP
Video Modules
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Questions to Consider	Talking Points/Additional Questions
<ul style="list-style-type: none">Who will collect data on my child's IEP goals, and how and when will data be shared with me and our team?What will my child's services look like over the course of a week?Who will be providing services to my child?What can I do at home to support my child's IEP goals?How soon do I need to agree to the proposed IEP?What will happen if my child is not making adequate progress toward annual IEP goals?What does our IEP team do if we are unable to complete our meeting today?What if I need more time to decide if I agree to the proposed IEP or changes to the IEP?	

LEARN MORE

The PRC is here for you.
Reach out to us at 703.228.7239
or prc@apsva.us



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PRC IEP Family
Input Template



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