

Ideas and Suggestions for Preparing Families for the IEP Process

- Provide an outline of the process
- Review the child's present skill levels
 - Explain in enough detail for parents to understand general language development

Explanation of IEP process:

- Transition meeting (approximately 6 months prior to 3rd birthday)
- Review of Existing Data (RED) (must happen within 60 days of signing consent to evaluate)
- District Evaluation (must happen within 60 days of signing consent to evaluate)
- Discussion about possible programs for Preschool-
 - Options within the child's home district
 - Other options
- Family arranges for visits to tour possible programs-
 - Within home district
 - Other options
- Eligibility meeting (must happen within 60 days of signing consent to evaluate)
- IEP meeting (must be held within 30 days of Eligibility meeting, or 90 days from consent)

(*days* typically refers to calendar days, except when a natural break occurs, such as summer break, extended break, or snow days)

Review of blank IEP form:

Front/Demographic page-

- explaining the importance of it being accurate
- explaining triennial evaluation
- explaining list of participants and excusals

Special Considerations page-

- Explain "student exhibits behavior that impedes learning"
- Explain "limited English proficiency"
- Explain "Assistive Technology Devices"
- Explain Extended School Year

Present Level of Academic Achievement and Functional Performance-

- Review "How the disability affects his/her performance in the general education setting..."
- Explain "Strengths of the child" work with parents to prepare a list
- Explain "Concerns of the parent..." work with parents to prepare a list

Explain Goals page-

- How progress toward the goal may be reported
- How often progress is required to be reported

Review of IEP meeting:

- Agenda/Order of events
- Parent role in the meeting

(continued)

Prepare Proposed Goals:

Explain proposed goals-

- Vocabulary
- Language
 - Sentence types
 - Syntactic elements
 - Pragmatic (as appropriate)
- Speech
- Auditory Skills
- Pre-Academic/Academic Goals (as appropriate)
 - Reading
 - Math
- Other
 - Social-emotional
 - Behavior

Discuss parent role in discussing the proposed goals at the meeting:

- Number of minutes to achieve each goal
- Does the parent understand the goal?
- Is the goal measurable?
- How will progress be measured?
- How to ask questions about the goals at the IEP meeting.

Review Placement Options:

- Early Childhood Special Education
 - Early Childhood
 - Part-time/Part-time
 - Separate School
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- Discuss Transportation
 - Discuss what will and will not need to be signed by the parent at the end of the meeting.
 - Signature on IEP
 - Signature on Notice of Action