

# Individualized Education Program (IEP) Meeting Parent Input

Student:	
Parent:	
Meeting Date:	
Reason:	

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## **Parent Request:**

<b><u>Invitation</u></b> Did you agree to the date and time? Do you agree to why you are meeting? Are the correct people invited to the meeting?

<b><u>Cover Page Review</u></b> Check the information. If you have any questions, email the contact person listed on the forms and ask before the meeting.

**Team Considerations: Student Strengths**

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

**Team Considerations: Parental Concerns**

What concerns do you have to enhance your child's education and that you want added?

**Team Considerations: Assessments**

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

**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 your child's unique needs will help them to use his/her strengths to compensate or "work around" weaknesses caused by his/her disabilities. Your child can 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 your child'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.

**Present Level of Educational Performance (PLEP)**

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

### **Measurable Annual Goals**

The Measurable Annual Goals and the Present Level of Educational Performance need to match. Goals need to meet your child's needs that result from their disability to "enable the child to be involved in and make progress in the general education curriculum". This needs to also include how the student's progress will be measured. This is the 'data' that is to be collected.

### **Accommodations/Modifications and Support for School Personnel**

An **accommodation** can help your child learn the same material and meet the same expectations as yours peers. They do not reduce the learning expectations. A **modification** is when a child is far behind their peers and needs changes (modifications) to the curriculum. They aren't expected to learn the same material as their peers. They change, lower, or reduce the learning expectations.

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**District or Statewide Assessments**

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

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**Special Education, Related Services & Supplementary Aids and Services**

This area is to show what is to be provided to your child, or on behalf of your child, to enable him/her: 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."

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**Minutes Provided:**

**Least Restrictive Environment Statement (LRE):**

**Transportation:**

**General PE:**

**Extended School Year (ESY):**