

Being An Effective Team Member at Your Child's IEP



S.E.P.A.C.
Special Education Parent Advisory Committee

The goal of SEPAC
is to empower parents
of special education students
to become an effective
team member in their child's
education through flexibility,
collaboration, knowledge and
effective communication
with other team members.

For more information or to contact
SEPAC, call (530) 265-0611 x203

IEP Individual Education Plan

Preparing for the IEP meeting:

Be creative, flexible and open

You may wish to:

Contribute to the meeting by bringing:

- information from observations or conversations with teachers, specialists or prior IEP meetings, and/or report cards
- a list of ideas, concerns or issues you'd like to address at the meeting
- observations related to your child's strengths and progress toward goals
- observations from home: homework, behavior, communication from school to home

Request reports in advance of the meeting if assessments have been done:

- if you don't understand the assessments you may wish to contact the teacher or service provider or bring a list of questions
- any emotional reactions to the results will be in private and allow you to remain calm and focused at the meeting
- provide copies of assessment reports from other agencies to the IEP team for their consideration

Review your child's current IEP:

- this will help you formulate your own expectations and concerns for your child

You don't have to go alone, bring a friend or support person (contact SEPAC or Warmline for more information) to take notes so you can just listen.

You can tape the meeting, if 24-hour notice is given to the district.

Don't feel rushed: consider the amount of time you will need for the scheduled meeting.



At the meeting:

You know your child best and your input is very valuable to the team. Everyone there has a common goal, the successful education for your child. Though teachers and therapists change, collaboration and cooperation will help keep the focus on your child's progress.

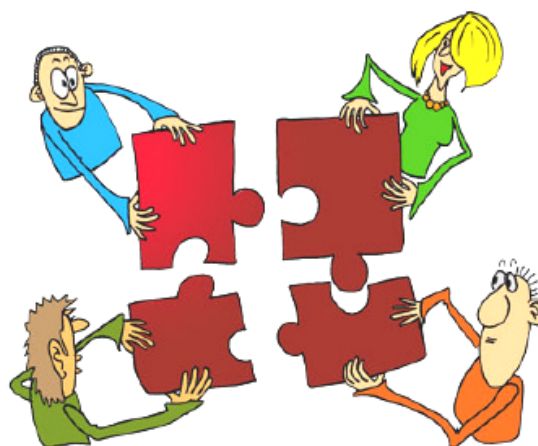
Goals should reflect a year's worth of progress and not be too simplistic. Benchmarks are required for students with severe disabilities. Benchmarks must be reported to parents on the same schedule as the school's regular reporting periods.

If you need a break to collect your thoughts, let the team know. At times it may be necessary to hold several meetings to complete your student's IEP.

Students may be invited to attend all or part of the meetings, when that is age-appropriate. Students must be invited to the IEP at age 16 and above. When the student is in attendance, topics that may be sensitive to your student may be covered before they are present.

You have the option to take the IEP home and really read and reflect upon it. However, sign and return it in a timely fashion (i.e., several days). No new goals or services will be implemented until you sign.

Thank the fellow team members for their time and participation.



After the meeting:

You can always meet with members of your child's team without calling an IEP meeting.

You do not need to wait for a year to make changes to the IEP. If you have concerns, try to problem-solve directly with the teacher first. You can always request another IEP meeting if necessary.

During the school year, additional IEP meetings can be requested to consider a change in eligibility, services, and placement or to modify goals.

In general, these are the areas covered
at the IEP meeting

Agenda

1. Introductions of team members, i.e. parent, administrator, teachers, service providers
2. Present Levels of Performance
 - student strengths
 - parent input and concerns
 - review assessments
 - progress toward goals from team members
3. Discussion of needs based on present levels of performance
4. Goals
 - present draft goals
 - consider input from team members
 - refine & further develop goals
5. Identify services & supports based on goals



Things to consider:

Testing:

- The IEP team determines participation in state testing including the CA Standards Test, the CA Modified Assessment or the CA Alternative Proficiency Assessment (CAPA) and the CA High School Exit Exam.



High School:

- High school students may work toward a diploma, or a Certificate of Completion.
- Students receiving a Certificate of Completion are eligible for special education services until 22 years of age.
- Eligibility for Special Education ceases on receipt of a high school diploma.



Resources:

www.nevco.k12.ca.us
www.warmlinefrc.org
www.nichy.org