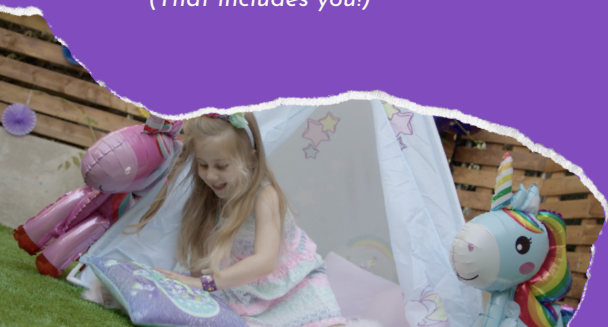


YOU NEED TO KNOW:

- You deserve to be heard and ask questions.
- You have the right to be notified in writing within 10 days of the meeting, and an honest effort (3x) to work with your schedule so you can attend!
(in-person or virtually)
- You have the right to invite ANY individual to the meeting who has knowledge or expertise about your child.
(Be respectful - notify the team of your invite prior to the meeting.)
- Want your child to attend? Make it happen!
(They should be if transition services are being determined!)
- Meetings must be convened at the reasonable request of any IEP team member.
(That includes you!)



WANT MORE?



Additional Resources

Special Education in North Dakota-
Guidelines: Individualized Education Program
Planning Process

Understanding, Developing, and Writing
Effective IEPs: A step-by-step guide for
educators. R. Pierangelo & G. Giuliani.
ISBN: 978-1-4129-1786-5

**YOUR CHILD HAS THE RIGHT TO THE LEAST-
RESTRICTIVE ENVIRONMENT!**

For more information or help
with specific questions:
contact us!

Parents as Advocates

IEP INDIVIDUALIZED EDUCATION PLAN

For the best interest of the child





PRIOR TO MEETING

The process includes working together to try intervention methods, followed by the decision to formally evaluate with a variety of assessments, observations, and information gathering.

The multi-disciplinary team (MDT) determines if your child meets the criteria of eligibility for special education and/or related services.

After the specific disability is figured out, a meeting is arranged within 30 days of the date it was determined your child was eligible.

YOU ARE AN EQUAL, KEY PART OF THE TEAM!

MEETING

01 | Who?

- Typically required members:
- 1.) Parent/guardian
 - 2.) General education teacher
 - 3.) Special education teacher
 - 4.) Local education agency (LEA) representative (usually an administrator)
 - 5.) Individual who can interpret the instructional implications of the evaluation
 - 6.) Others as invited by parents or agency (school).

02 | Your Role!

An equal participant that provides details on how your child interacts at home and in the community.

Participant in developing educational goals and objectives, special education and related services to be provided, and identifying the appropriate educational program for your child.

03 | What?

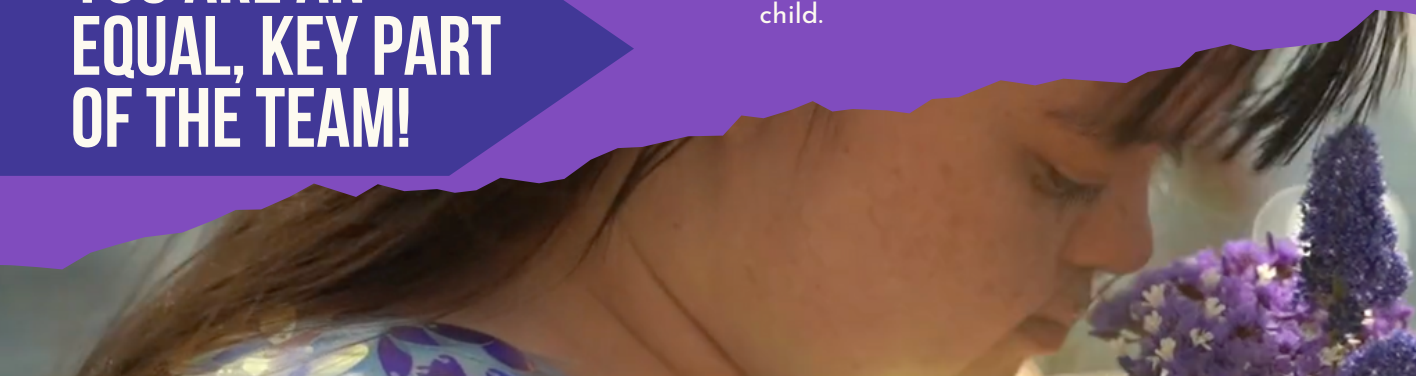
- Identify student needs
- Determine provisions to meet needs
- Determine desired goals to be achieved
- Commitment in writing of resources school agrees to provide, including support services (i.e. OT, speech)
- Determine modifications and accommodations to be provided
- Evaluation of child's progress
- Clarification of issues
- Cooperative decision-making by team for THE BEST INTEREST OF THE CHILD.

FOLLOW-UP

All elements of the IEP are written and sent to you, if not completed at the meeting.

Does it line up with what you thought it would be?

Ask questions and request meetings as reasonable for you to feel you are comfortable and understand the plan.



IEP:

- 1. LEGALLY REQUIRED DOCUMENT**
- 2. DEFINES GOALS, SUPPORTS, AND SERVICES.**