

# HOW TO HAVE *productive* IEP MEETINGS!



Parent participation as a member of the IEP team and involvement in the IEP process is vital to a child's success in school.

To help make your child's IEP appropriate, you should review all the information you have about your child including evaluations, progress reports, report cards, medical information, etc. This will help you identify your child's strengths and needs.

Next, review your child's draft IEP. On the reverse side are some questions to guide you. You can also discuss these questions with the other members of the IEP team if you need more information or have concerns.

Once the IEP team has addressed the child's strengths and needs and agreed upon goals, placement in the Least Restrictive Environment (LRE) will be determined. Visit [www.kpirc.org](http://www.kpirc.org) to find out more information on special education services or receive a Guide to Special Education.

*(More helpful information on reverse side)*



**KS STATE PIRC** PARENT INFORMATION AND RESOURCE CENTER

Visit [www.kpirc.org](http://www.kpirc.org) to find out more information on the steps in the special education process.



# QUESTIONS FOR DEVELOPING THE MOST APPROPRIATE IEP

## Present Levels of Academic Achievement and Functional Performance

- Does it include a statement of how your child's disability affects involvement and progress in the general curriculum?
- Are all academic and functional skills identified?
- Are social, emotional and behavioral needs identified?

## Annual Goals/Objectives

- Are the goals measurable, reasonable and attainable?
- Are all academic and behavioral needs addressed?
- Is each goal reflective of my child's needs?

## IEP Services

- What types of specialized instruction, or services, including behavioral interventions, does my child need?
- Where will services be provided and who will provide them (individually, in a group, in the classroom, direct service or by consultation)?
- When will services begin and end?
- Does the IEP include a Positive Behavioral Intervention Plan if my child's behavior interferes with learning?
- Does my child need assistive technology to help him/her with class work, homework or long term assignments?

## Accommodations/Modifications

- Does my child need preferential seating or extended time for tests, etc.?
- Does my child need modifications for class work, homework, or behavior?
- Will my child need any accommodations or modifications to participate in statewide/district-wide assessments?

## Monitoring Progress

- How will my child's progress on each goal be measured?
- How and when will I be informed of progress?
- How will I know if the progress is enough so that he/she will achieve their goals by the end of the year?

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*For information about special education or to receive the Guide to Special Education handbook please contact KPIRC at 1-866-711-6711 or visit our website at [www.kpirc.org](http://www.kpirc.org).*