

Attending and actively participating in your child's IEP (Individualized Education Program) team meetings and discussions is critically important.

The Individuals with Disabilities Education Act (IDEA) states that the IEP must specify how education, related and support services will be delivered to address the unique needs of your student with disabilities. This may include academic, cognitive/thinking, behavioral, physical, emotional, social, communicative, and functional life skills.

The **initial** or first IEP meeting, must be attended by the following individuals:

Who is on the IEP Team?

- You, the parent/s of the child;
- The student with a disability at least when they reach transition age (14);
- At least one regular education teacher of the child (if the child is/may be participating in the regular education environment);
- At least one special education teacher of the child;
- A school district representative who is authorized to make commitments on behalf of the school district;
- The school psychologist (who can interpret the evaluation results);
- Any additional individuals with knowledge or special expertise regarding the child (at parental discretion);
- Whenever appropriate, the student with a disability.
- A professional interpreter, if needed (not a bilingual school staff member).

What are the Four (4) Types of IEP Meetings?

- **Initial IEP Meeting:** The IEP process starts the first time a written request is made to the Committee for Preschool Special Education (CPSE)/Committee on Special Education (CSE) Team for evaluation. This initial meeting established eligibility and leads to the development of the first IEP, including supports, programs, and services;
- **Annual (Review) Meeting:** Goal progress and service plans of an IEP are reviewed, and a new IEP is developed every year;
- **Requested to Reopen IEP Meeting:** An IEP can be reopened at any time at the request of the parent or your child's school. **You can request a review at any time** during the school year to discuss issues and problems that may include lack of expected progress toward the annual goals or new information from any new evaluation or reevaluation or changes in your what it is believed that your child needs. It can also include developing new goals if your child achieves the annual goals sooner than expected.
- **Mandated 3-Year Reevaluation Meeting (formerly triennial):** Completed every three years, this must include a complete set of new evaluations and assessments **unless** the school and parents agree otherwise. At this meeting, you will also develop the IEP for the new school year.

This information is intended to be educational and is not legal advice. While Sinergia and the Metropolitan Parent Center try to ensure that all resources and links on this site are up to date, we cannot be responsible for the content of other sites. Sinergia and the Metropolitan Parent Center assume no liability for the consequences of using the information hereinto advocate for your child or other children.

- At least when your child turns 14, or earlier if appropriate, the IEP meeting must also discuss transition to adult life goals and services. Your child must be invited to participate in IEP meetings that include a discussion of transition to adult life.

What is the Role of the IEP Team?

The IEP team's role is to document your child's current skills and abilities, establish educational goals, and determine which special education programs, supports and services, and placement are appropriate for your child.

They will also help you establish annual goals that guide the combined implementation of all programs, supports, services, and interventions identified within the IEP in order to maximize a student's growth potential within a school year.

What is Your (the Parent's) Role at the IEP meeting?

Your role at each IEP meeting is to participate as an equal and valued member of the team. This means that you should ask questions, suggest goals and services, and share important insights about your child and their education. The IEP team **must** consider your concerns and the results of any recent evaluation and other information you provide about your child. Ensure you understand what is being discussed. If you don't understand, ask to have it explained in a way that you can understand. **You want to make the best-informed decision you can.**

Any parent who is not fluent in English has the right to have a professional interpreter at the IEP meeting. You also have the right to receive documents that have been translated into your preferred or native language.

What Questions Should I Ask at an IEP Meeting?

- Is my child making appropriate progress towards their challenging, achievable IEP goals?
- How is my child's progress being measured?
- What are the promotion criteria for my child and what do they need to go to the next grade?
- How are they evaluated according to their grade level?
- What can I do at home to further support the IEP goals?

Helpful Sinergia Webinars on You Tube: [Understanding the IEP](#), [Turning 5: The Kindergarten IEP](#), [Special Education in Charter Schools: Understanding your Rights](#)

Parent Training and Information Center (PTICs), such as [Sinergia's Metropolitan Parent Center](#), exist in every state across the United States. They are funded by the US Department of Education's Office of Special Education Programs ([OSEP](#)) to work and support families of children with all disabilities from birth to 26 years of age; help families participate in their child's education and development; and partnering with professionals to improve their outcomes. To find your parent center that applies to your place of residency within the US and its territories, you can visit: <https://www.parentcenterhub.org/find-your-center/>

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