



IEP Team Meeting—Best Practices

- If possible, talk to your child; what does he/she want and need? Involve him/her so they feel in control and begin to develop self-advocacy skills.
- Review your child's most recent evaluation and recommendations as well as her/his recent school work.
Do you think your child is progressing as he/she should?
- Write a list of your concerns to share at the IEP meeting.
- Fill in IEP page 1 and bring it to the Team Meeting
- Beginning in elementary school, your vision must include full participation, independent living and economic self-sufficiency in order to access supports from ages 18-22.
- Write an answer to each of these questions and bring it to the Team meeting with enough copies for all. If possible, ask your student to help you answer the questions. However, if they are of transition age, it may be appropriate for them to present this information at the Team meeting.
 - ✓ What does your student do well at school?
 - ✓ What are your student's interests and preferences in general?
 - ✓ Describe your student's positive qualities and successes.
- Review and BRING your child's last progress report to your Team meeting in order to determine if last year's goals were met.
- If possible, student/parent will both enter the meeting prepared to explain their hopes and dreams for the future. You may want to use note cards for a reminder.
- Questions to ask at an IEP meeting:
 - ✓ How will the weak skills be accommodated to increase student achievement?
 - ✓ What types of accommodations are necessary to make effective progress?
 - ✓ Which of these accommodations will be provided on the MCAS?
 - ✓ What types of modifications are necessary to make effective progress?
 - ✓ How will the modifications address the weak skills outlined earlier?
 - ✓ How will the curriculum be modified—specifically?
- Receive a copy of the "draft" IEP before leaving the Team meeting.
- It is NOT a good idea to sign the IEP the day of the Team meeting.
- Always visit the site that is being recommended for your child BEFORE signing the placement form. Before the meeting is over, schedule another meeting to discuss placement once you have visited the possible school sites. This will give you a chance to weigh the pros and cons of the possible placements. The IEP plan is a separate document from the placement form. You may sign the IEP and reject the placement.



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