

## IEP Planning Form

This form provides a guideline for your input at the IEP meeting and can be used as a basis for discussion. Please share a copy with your child's special education teacher prior to the meeting.

Child's Name: \_\_\_\_\_

Date: \_\_\_\_\_

My child's strengths, interests and preferences:

---

---

---

---

My child needs the most help with:

---

---

---

---

The most important goal(s) for my child for next year:

---

---

---

---

Effective strategies or rewards for my child:

---

---

---

---

Special considerations such as transition, social or behavior issues:

---

---

---

---

Questions or concerns:

---

---

---

---

Other information the school should know:

---

---

---

---

## FEP Coordinators

Family & Educator Partnership

- **Annette Clarahan**, Family Coordinator  
641-682-8591 ext. 5517  
annette.clarahan@gpaea.org  
Ottumwa GPAEA  
Central & Western Region
- **Kelly Wallace**, Family Coordinator  
319-753-6561 ext. 3034  
Kelly.wallace@gpaea.org  
Mt. Pleasant GPAEA  
Eastern Region
- **Kathy Achenbach**, Educator Coordinator  
641-932-5003 ext. 5825  
Kathy.achenbach@gpaea.org  
Albia GPAEA
- **Angelisa Fynaardt**, Ph.D.  
Associate Administrator &  
Director of Special Education  
641-682-8591 ext. 5311  
angelisa.fynaardt@gpaea.org



Great Prairie Area Education Agency works as an educational partner with public and accredited, nonpublic schools to help students, school staff, parents and communities. Great Prairie AEA provides professional development and leadership to promote school improvement, a variety of instructional services, special education support services, and technology and media services. It is the policy of the Great Prairie Education Agency not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Greg Manske, 3601 West Avenue, Burlington, IA 52601, (319) 753-6561 x1217, greg.manske@gpaea.org (employment practices) or Deb Cook, 2814 N. Court Street, Ottumwa, IA 52501, (641) 682-8591 x5324, deb.cook@gpaea.org (educational programs).



## Planning for Your Child's IEP Meeting

[www.gpaea.org](http://www.gpaea.org)

## What is an IEP?

The Individualized Education Program (IEP) is a legal document that is designed to meet your child's individual learning needs. The IEP is created through a team effort and is reviewed every year.

## Before the Meeting

Build an effective partnership with someone on the IEP team, such as the teacher, principal or Area Education Agency (AEA) staff member.

Write down the things you want to talk about at the meeting. Be prepared to:

- Discuss your child's strengths, interests and preferences
- Identify your concerns about your child's education
- Identify special considerations such as transition, behavior or communication
- Establish priorities to be considered for goal areas

Send private evaluation reports (i.e. physician, psychologist, etc.) to the IEP team ahead of time so they can be familiar with the information before the meeting.

You may invite someone to attend the meeting with you to provide support. It may be a spouse, friend, Family & Educator Partnership (FEP) Coordinator, or someone who has special knowledge of your child. Let the school know who will be coming.



## During the Meeting

You are an important part of the IEP team. You know your child best and have valuable information to share with the team. These things include strengths, talents, interests and needs.

Other team members include:

- General education teacher(s)
- Special education teacher
- Representative of the school who can commit resources (such as a principal)
- AEA staff members may include Special Education Consultant, School Social Worker, School Psychologist, Speech Language Pathologist, Occupational Therapist (OT), Physical Therapist (PT), and Audiologist.
- Your child — it's never too early to include them in the process.
- Private provider or agency hired by the family
- Representatives from transition service agencies, if applicable
- Others you may have invited

Goals will be written based on your child's educational needs. They may address other concerns such as language development, behavior or social skills.

Be involved and ask questions for clarification.

The IEP team decides how the student will participate in the general education setting and will identify how much time will be spent in each setting. This is referred to as LRE or Least Restrictive Environment.

The IEP will be implemented immediately or on a date specified in the IEP.

The IEP must include a description of how progress will be measured and when reports will be provided, usually with report cards.

You will receive a copy of the IEP at the meeting. If you do not receive progress reports, contact your child's special education teacher.

## After the Meeting

Talk with the teacher and staff responsible for the IEP goals. Ask what you can do at home to practice the skills and strategies being taught at school.

Review progress reports as you receive them.

The IEP is reviewed at least once a year. However, if you or the teacher feel that your child isn't making progress or has achieved the goals sooner than expected, a meeting can be scheduled to revise the IEP by sending a written request to the school.

Whenever an IEP team recommends a change in service or placement, a prior written notice (PWN) will be given to you. This gives you time to consider the recommendations.

Contact your FEP Coordinator for support before, during or after the IEP meeting.

