

## How to Prepare for a Facilitated Individualized Education Program (IEP) Meeting

In order to ensure that the IEP meeting runs as smoothly as possible, the Minnesota Department of Education offers the following information about the IEP process, including ways in which parents, students and school staff can prepare for the meeting and some reminders for after the meeting.

### Before the Meeting

The IEP team should prepare for the meeting by considering the following questions, which will be used to develop the student's education program:

1. What are the student's strengths at school, at home and in the community?
2. What are the student's needs?
3. What special education services and supports would help him/her be successful?

In addition, school staff can make copies of IEP documents for the team and gather needed supplies, such as a flip chart, a variety of colored markers, tape, etc. Parents can help their child get ready by having him or her respond to the questions on the attached student form.

### During the Meeting

To assist you in developing the student's education program, the facilitator uses a team-building approach that encourages clear communication, mutual understanding, and collaboration. Depending on the purpose of your meeting, the facilitator takes you through the stages of IEP development listed below or adapts the process for the specific situation of your meeting.

1. Review the present levels of performance: strengths, statements of how the student is performing and how the disability affects progress in the general education curriculum, evaluation data, parent reports, progress reports, test results, and needs.
2. Create measurable annual goals and objectives and determine how the goals will be measured.
3. Consider these questions when determining services: How will the student reach the goals? What special education services and supports would help the student be successful (include time and frequency, and accommodations)? Who is responsible for the services? Where will the services be provided and why?
4. Determine the frequency and method of reporting progress to parents.
5. Discuss other topics, as needed: testing protocol, transfer of rights, behavior support plan, extended school year, transition, and graduation planning.

### After the Meeting

Plan for what will need to be done after the meeting. Depending upon the progress made during the meeting, both school staff and parents may have tasks to accomplish after the meeting. School staff, for instance, may have a deadline for both distributing notes from the meeting and providing a draft of the student's IEP. Parents may have questions when reviewing the IEP and may call on the IEP manager to ask for clarification. Ongoing interaction and collaboration can result in an acceptable education plan for the student.

**Questions for a Student  
to Prepare for an IEP Meeting**

**What are your strengths at school, at home or in your community?**

**What is easy for you at school?**

**What is difficult for you at school?**

**What helps you to be successful in school?**

**Are there some things you need to learn that you feel are more important than other things?**

**Is there anything else you would like the team to know about you?**