

Chapter 4: Information on IEP Process

- (4.1) What is an Individualized Education Program (IEP) and how do I request one for my child?
- (4.2) What are the timelines for holding an IEP following an assessment?
- (4.3) How do I request an IEP meeting for my child who is already receiving services when I am not also requesting an assessment?
- (4.4) How often are IEP meetings held?
- (4.5) Can I get copies of assessments before the IEP meeting?
- (4.6) Will I receive notice of the IEP meeting?
- (4.7) If I cannot attend an IEP meeting in person, can the district hold the meeting over the telephone?
- (4.8) After my child's annual IEP, must an IEP meeting be held to change the IEP?
- (4.9) Who is required to attend the IEP team meeting and what are the members supposed to contribute to the meeting?
- (4.10) Are all members of the IEP team required to attend the IEP meeting?
- (4.11) What can I do if the required members of the IEP team do not attend my child's IEP meeting?
- (4.12) Can I bring an advocate or attorney to an IEP meeting?
- (4.13) Can a representative of a teachers' union or organization attend an IEP meeting?
- (4.14) How can I contribute to the IEP process?
- (4.15) If I need an interpreter at the IEP meeting or a copy of the IEP in my primary language, must one be provided?
- (4.16) What should happen at my child's IEP meeting?

- (4.17) What is Prior Written Notice (PWN)?
- (4.18) What information should be considered at the IEP for deaf or hard-of-hearing students?
- (4.19) What should be written in the IEP?
- (4.20) Are there any other services or special factors that must be considered and included in an IEP if appropriate for a student?
- (4.21) How should the present levels of my child's educational performance be described in the IEP?
- (4.22) Why are measurable annual goals and benchmarks or short-term instructional objectives important?
- (4.23) Can I suggest goals that are more challenging for my child than the district is suggesting?
- (4.24) What is the difference between short-term objective and a benchmark?
- (4.25) Must my child's IEP address his involvement in the general curriculum regardless of the nature and severity of his disability and the setting in which he is educated?
- (4.26) Must an IEP for a student with a disability include annual goals that address all areas of the general curriculum?
- (4.27) Must the IEP contain all services my child needs?
- (4.28) If a majority of IEP team members, with the exception of the official representing the school district, agree on IEP services, should those services be written into the IEP?
- (4.29) What can I do if my child's teacher (or other direct-service staff) tells me that they are afraid of retaliation for saying anything at an IEP meeting that conflicts with the administrator's position?
- (4.30) Can I ask for a specific type of instruction or program to address my

child's educational needs?

- (4.31) Can class size limits be included in the IEP?
- (4.32) Is there a mandated length or format for an IEP?
- (4.33) If my child is mainstreamed into regular classes, can I write accommodations and modifications to the regular classroom in the IEP?
- (4.34) Under what circumstances should the regular teacher of a special education student participate in the IEP?
- (4.35) Is there any way to get additional support for my child's teachers – both regular and special education – through the IEP?
- (4.36) Do I have to sign the IEP at the IEP meeting?
- (4.37) Can I consent to only part of the IEP?
- (4.38) Can I consent to the content of the IEP and not consent to a particular classroom assignment?
- (4.39) Can I change my mind after I sign the IEP document?
- (4.40) What kinds of educational placements must a school district offer?
- (4.41) How can supplementary aids and services help my child in the regular classroom?
- (4.42) What role do parents have in determining the educational placement for their child?
- (4.43) Can I put the name of a particular teacher or a particular classroom in the IEP?
- (4.44) May children with differing disabilities be grouped together for instruction in the same classroom?
- (4.45) When must the IEP be implemented?
- (4.46) Are there any circumstances when a school district is required to review and/or revise my child's IEP?
- (4.47) If I place my child in a private or religious school on my own, must

the school district provide an IEP and special education services to my child?

- (4.48) If I place my child in a private school, will the school district pay me back for the costs? Is there anything in particular I should know before I make such a placement?
- (4.49) Should the IEP respond to real, documented needs, or does it accommodate the available funds/resources of the school district?
- (4.50) When considering placements, should the child fit the program placement or the program fit the child?
- (4.51) Can my school district be required to purchase equipment needed to implement my child's IEP?
- (4.52) Can my child use a school-purchased assistive technology device at home or other non-school settings?
- (4.53) Can I tape record an IEP meeting?
- (4.54) What if participants in my IEP meeting use terms or acronyms that I do not understand?
- (4.55) Can a school district use draft IEP or computer-generated IEP?
- (4.56) Who is responsible for implementing my child's IEP?
- (4.57) May a school district require that I use my medical insurance to pay for part of my child's special education program?
- (4.58) If I do not sign a new IEP at the annual IEP meeting, can the district withhold eligibility or an existing IEP service from my child?
- (4.59) Can a foster parent sign an IEP for a child in their care?
- (4.60) What parental rights does a surrogate parent have at an IEP meeting?
- (4.61) How can my child qualify for "extended school year" (ESY) services?

- (4.62) Can my child receive ESY services beyond the limited number of weeks usually offered by the school district?
- (4.63) My child is integrated into the regular classroom during the regular academic year. Should that integrated programming be available during the extended school year?
- (4.64) Do students enrolled in charter schools have special education rights?
- (4.65) How specific does the IEP need to be when describing the related services that are being provided to my child?