

What Is An IEP?



IEP stands for **Individualized Education Program**. It is a written document that is developed for every student in a public school who is eligible for special education services. This document is created to help ensure that each student's unique educational needs are met. A multidisciplinary team creates the IEP and reviews it at least once a year. Members of this team include the parents, general education teacher, special educator, individuals who can accurately interpret the results of the student's evaluation, representative of the school district and the student when appropriate.

Always attempt to work collaboratively with your school to help your child achieve their goals.

Contents of the IEP

- Present level of educational performance—Baseline information which provides a starting point for setting goals.
- Goals—Goals may be academic, social, behavioral, or address other educational needs. They must be observable, measurable and based on evaluation.
- Special Education Services—The school district must provide a free appropriate public education (FAPE) in the least restrictive environment (LRE). The team will determine the extent to which the student will participate in the general curriculum.

The IEP Meeting

- It is a good idea to have a spouse, family member or friend go with you to the IEP meeting. We recommend that you inform the school ahead of time if you will be bringing an advocate with you.
- Write down important points you want to make.
- Remain focused and stay positive.
- Request that the IEP be mailed to you a week prior to the meeting. Remember, you can sign your name to show that you participated in the meeting, but you don't have to agree to the goals or services at the meeting. You can take the IEP home to review, get input, and return later. The school district will provide a copy of the IEP no later than 45 days after the IEP meeting is held.

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After the IEP Meeting

If you change your mind after signing the IEP, you should be aware that this action may have legal consequences. We advise families to check with their IEP mentor or advocate before taking this action. You must then write a letter to your school telling them why you have changed your mind and which parts of the IEP you feel need to be changed. Most likely, the school will schedule another IEP meeting to discuss your concerns.

The IEP is reviewed once a year. However, if you believe your child is not making progress or he has already achieved a goal, then you may request an IEP review meeting. This request must also be made in writing.



How Can the DSAGC Help?

Our School Age Matters Coordinator, Molly Mattheis, can help you navigate the IEP process. She can provide you with direction and connect you to an IEP mentor in your school district.

**For more information,
please contact
Molly Mattheis
at molly@dsagc.com or
call 513-761-5400**

Helpful resources

- www.wrightslaw.com
- www.greatschools.org
- DSAGC Lending Library
 - * All About IEP's
 - * IEP Team Guide
 - * How To Write an IEP
 - * Writing Measurable IEP Goals and Objectives
- "Developing a Great IEP" www.youtube.com
- www.ldonline.com
- www.teachertube.com
- IEP Toolkit



The mission of the DSAGC is to empower individuals, educate families, enhance communities and together, celebrate the extraordinary lives of people with Down syndrome.

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