

**Facilitating Collaborative IEP Meetings – HLP #2**

**Note:** Always consult with your special education department chair about your responsibilities and school procedures.This list outlines common responsibilities, which may be different than your own.

**Arrange the meeting:**

* Contact the family to identify a convenient meeting time.
* When families don’t speak English, contact an interpreter to communicate with families.
* Share the meeting’s purpose, participants, length, and location.
* Discuss timeline, including when the IEP draft will be sent home and ways families can provide input.
* Reserve meeting room with adequate space or create meeting zoom link.

**Send required pre-meeting documentation:**

* Send prior written notice documents.
* Make sure documents are in the family’s primary language.
* Send meeting room location or zoom link.

**IEP Preparation:**

* Interview the student about their interests, goals, and career aspirations.
* Collaborate with a transition coordinator to develop a transition plan if necessary.
* Review special education evaluation reports, which identify the student’s qualifying disability, strengths and needs.
* Collect data about the student’s present level of performance (academic and behavioral) from *all* education professionals that work with the student (general education, related therapists, counselors, social worker, etc.).
* Collect work samples and visuals that demonstrate student progress.
* If appropriate, interview the student to understand their perspective about what is going well and what is not.
* Record state assessment data and other school/state testing information.
* Examine attendance and discipline data.
* Synthesize all information into a present level of academic and functional performance (PLAFP), which provides an understanding of a student’s current learner profile.

**Draft IEP**

* Collaborate with other education professionals and related therapists to draft IEP goals, and discuss accommodations.
* For older students, obtain their input into the IEP.
* Invite and include family input into the draft.

**Send Draft IEP**

* Send a draft IEP with *enough time* for families to review and give feedback.
* Include family feedback and input into a revised draft IEP.
* Share a draft meeting agenda and invite families to add items to the agenda.
* Involve interpreters to communicate with families.

**IEP Meeting Day:**

* If the meeting is on zoom, close your email and any other documents to maintain confidentiality. Send a reminder zoom link the day of the meeting.
* If the meeting is in person, greet parents and escort them to the room**.** If the parents do not speak English, invite the interpreter or student to join you.
* Gather work samples and visuals that demonstrate student progress.
* Only have documents and information you want to share about the student open on your computer whether the meeting is virtual or in person.
* Discuss communication preferences with interpreter (wait time, etc.).

**Facilitating the Meeting**

* Introduce the meeting purpose, participants and participants’ roles.
* Share agenda.
* Communicate with active listening skills.
* Use education jargon and terminology that is familiar to families.
* Share work samples and visuals that demonstrate student progress.
* Engage families in discussions with questions, and elicit feedback.

**After the IEP Meeting**

* Send prior written notice with proposed services.
* Share finalized IEP (translated if necessary).
* Connect family with resources.
* Schedule follow up meeting if necessary.

References

Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children,* 44, 14-20. https://doi.org/10.1177/004005991204400302