



teacher's guide: participating in the IEP meeting

Before the Meeting, I...

- Write down a few ideas for possible goals to include in the IEP based on my classroom observations and documentation (e.g. assessments, portfolios, notes, etc.) and send these to the person leading the IEP meeting beforehand and/or bring them to the meeting
- Inform the family that you will be attending the IEP meeting
- Bring some photographs of the child from the classroom or some of his/her artwork to share with the team (e.g., child's portfolio)
- Arrive early to be able to greet the family

During the Meeting, I...

- Welcome the parents/guardians as they enter the room and greet them by name
- Share the photographs or artwork and talk about a few things the child is doing well (likely after introductions)
- Share my ideas for goals as we discuss that section of the IEP
- Ask for clarification on goals or other parts of the IEP as necessary
- Understand or ask questions around how the services will be delivered to the child (e.g. direct services, consultation, other)
- Understand or ask questions around how I will be addressing the child's IEP goals (remember: I see the child on a daily basis)
- Start or join in the discussion around progress monitoring (data collection, ongoing assessment) on the IEP goals, as it is important to understand the plan for how this will be collected throughout the year
- Collect contact numbers as needed in case questions arise or schedules change

After the Meeting, I...

- Request and receive a copy of the completed IEP
- Schedule follow up meetings to discuss how the Head Start program and Special Education services will work together to implement the new goals
- IDEAS:** Invite special education staff to a classroom planning meeting, ask the SLP/PT/OT to model how they work on a goal, ask for a written plan on a specific goal, find a time to create a matrix together
- Schedule a time to meet with my classroom staff to discuss the new IEP and how it will be implemented during classroom activities and normal routines
- Discuss how and when feedback on these goals will be delivered to the parents/guardians with Special Education services
- Make plans for ongoing meetings with the Head Start staff and Special Education services to discuss the child's progress and what to do if progress isn't being made
- Connect with my Disability Coordinator if difficulties arise
- Find out the schedule for reporting progress on IEP goals to the family