

## Where to Find More Information

The DoDEA Parent's Guide to Special Education includes a list of Internet resources on this topic and many others. The guide can be downloaded at the Department of Defense Education Agency (DoDEA) Special Education Home Page. [http://dodea.edu/instruction/curriculum/special\\_ed/index.htm](http://dodea.edu/instruction/curriculum/special_ed/index.htm)

## Sites Especially for Military Families

**For more information about Exceptional Family Member Program (EFMP)**, visit [www.militaryhomefront.dod.mil/efm](http://www.militaryhomefront.dod.mil/efm) and click on "EFMP," speak to a Special Needs Coordinator at your local military treatment facility, or visit one of the service-specific Web sites listed in the "For Information and Assistance" section.

**Military OneSource** - A Master's-degree consultant is available to provide help with concerns related to children with special needs 24 hours a day. Translation services are available in most languages. Call 1-800-655-4545 (in US and overseas). <http://www.militaryonesource.com>

**Systematic Training for Military Parents (STOMP)** provides information, training, and assistance to military families who have children with disabilities. <http://www.stompproject.org>

## Other Important Sites

**Technical Assistance Alliance for Parent Centers** - Locator to find state parent training and information centers and links to scientifically-based research, national information centers, and IDEA. <http://www.taalliance.org>

**National Dissemination Center for Children and Youth with Disabilities** - Clearinghouse of information about special education and specific disabilities, summaries of key topics and points of contact in each state. <http://www.nichcy.org>

**Parent Educational Advocacy Training Center (PEATC)** - <http://www.peatc.org>

## IDEA Partnerships

Portal to resources related to IDEA, the law, national technical assistance providers, state/ local organizations and agencies, and the U.S. Office of Special Education Programs (OSEP). <http://www.ideapartnership.org>

**U.S. Department of Education** - information on special education, parent involvement, education research, laws and regulations. <http://www.ed.gov>

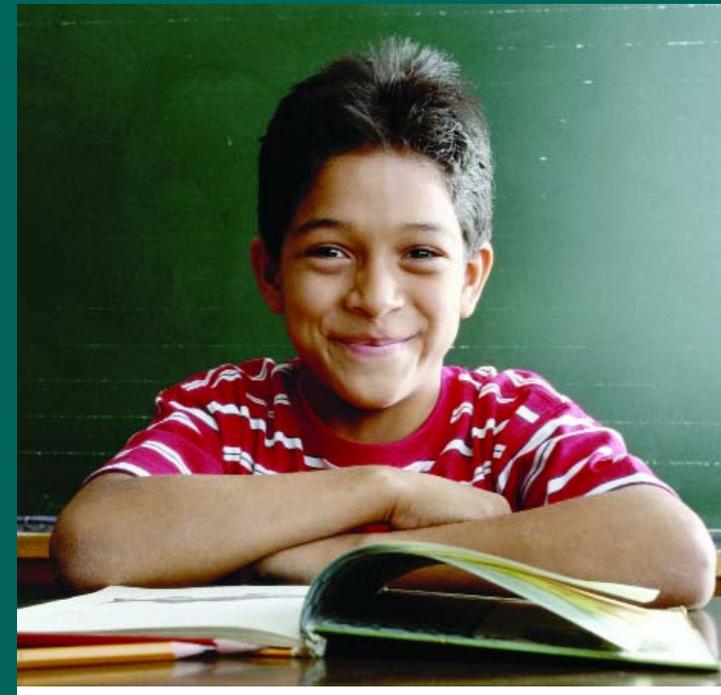
*Non-DoD informational references are being provided as required by IDEA but their inclusion in this material does not constitute any endorsement by DoDEA.*

## DoDEA Special Education Series

The complete series of brochures and other resources for parents of students with disabilities are available on the DoDEA special education website at [http://dodea.edu/instruction/curriculum/special\\_ed/index.htm](http://dodea.edu/instruction/curriculum/special_ed/index.htm).

### Special Education Brochures

1. Pre-referral Interventions: Steps Before a Special Education Referral/Assessment
2. Moving: Things to Remember When Relocating
3. Communicating Effectively: Building a Strong Partnership
4. Individualized Education Program (IEP): Your Role in the Process
5. Related Services: Understanding the Purpose of these Services
6. Early Intervention Services: Transitioning to Preschool Services for Children with Disabilities
7. Transition: Planning for Life After High School
8. Parent Rights and Responsibilities: Insights into Your Rights and Responsibilities
9. Resolving Disputes: Your Role in Reaching Resolutions
10. Assistive Technology: Assessment, Devices, and Available Services



## Individualized Education Program (IEP) Your Role in the Process

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# Individualized Education Program (IEP) Your Role in the Process



## Purpose of the IEP

The Individualized Education Program (IEP) defines the specially designed instruction, including related services, required for a student with a disability to succeed in school. An IEP must be written for each student receiving special education and related services. The IEP puts the decisions of the Case Study Committee (CSC) into writing and includes the services and supports your child will receive to achieve the annual goals and objectives determined by the CSC.

## Development of the IEP

If steps taken during the pre-referral intervention do not sufficiently address noted concerns

about your child's progress in the general education classroom, your child may be referred for a special education eligibility assessment to determine whether he or she has a disability. If a disability is identified, a Case Study Committee will meet to determine the level of special education needed to provide your child with the best opportunity for success in school. Members of the Case Study Committee include you, a school administrator, a general education teacher, a special education teacher, and sometimes other persons knowledgeable about your child (for instance school nurse or counselor), and if appropriate, your child. If your child is eligible for special education services, the CSC will develop a list of goals and services needed and this becomes the IEP.

## Your Role in the IEP Process

Parents play a pivotal role in the IEP process. In DoDEA, you are a vital member of the committee to develop your child's IEP, and your permission must be obtained before the initial IEP can be implemented. You will receive a written invitation to the meeting in advance, which will explain the purpose, time, location, and who will be in attendance. It is expected that you will act as a member of the CSC with each person sharing what they know about your child. Your participation in this meeting is essential, because your insights about your child's strengths, abilities, needs, and behaviors are crucial to creating an optimum learning environment.

To prepare for the IEP meeting, think about what you feel your child needs, and your recommendations for how these needs can be met. Decisions regarding who will provide services and the duration of the program will be discussed and determined at the IEP meeting.

## Annual Review

An IEP is valid for one year starting from the date you give permission for services to begin. Each year, before the anniversary of your child's IEP, the CSC will meet with you to review your child's progress. You will have the opportunity to speak with your child's service providers, share your feelings regarding your child's progress and discuss whether or not the objectives of the IEP have been met. Together with the CSC, you will then develop a new IEP based on your child's current needs. Issues discussed at the annual review include:

1. Your child's progress toward the annual goals of the IEP.
2. New information learned through your child's performance in the classroom.
3. Information or ideas that you share about your child.
4. Observations of teachers or service providers about your child's class work or behavior in school.
5. Your child's anticipated needs.

## IEP Modifications

You can request a meeting with the school to review or revise your child's IEP any time throughout the year, before the date of the annual review. This may be appropriate if it becomes evident that your child is not making progress towards reaching his or her IEP goals, or if he or she has met most of these goals and new ones need to be set. Any modifications made to an IEP must be done at an IEP meeting with the CSC.