

10 Things NOT to Say in an IEP Meeting



...& why not!

1. Let's get started! We only have 30 minutes for each of these IEP meetings & we've already lost five minutes getting coffee. We'll have parents stacked up & down the halls if we fall behind schedule.

It's not possible to anticipate the exact amount of time an IEP meeting will require. It is important to take the time necessary to prepare an appropriate IEP that will enhance the student's opportunity to progress toward his or her educational goals. It's what is *special* about special education.

The IDEA '97, '04 & NCLB significantly strengthened the role of the parent. Therefore, it is important that parents are provided a full opportunity to express their views & participate fully in the IEP meeting, including the development of the IEP.

2. Welcome Mr. & Mrs. Jones. This won't take much time anyway, we already have the IEP written-all you have to do is sign it!

"Agency staff may come to an IEP meeting prepared with evaluation findings & proposed recommendations regarding IEP content, but the agency must make it clear to the parents at the outset of the meeting that the services proposed by the agency are only recommendations for review & discussion with the parents. Parents have the right to bring questions, concerns & recommendations to an IEP meeting as part of a full discussion, of the child's needs & services to be provided to meet those needs before the IEP is finalized." (Appendix A, 64 Federal Register, March 12, 1999, Question 32.)

3. No, Ms. Smith, Amy's teachers aren't here. They are too tired from yesterday's meetings & we rotate teachers through these meetings anyway. It's not their day to participate in IEP meetings.

A child's IEP team must include (1) the parents of the child; (2) at least one of the child's regular education teachers (if the child is, or may be, participating in the regular education environment); (3) at least one special education teacher of the child, or if appropriate, at least one special education provider of the child. *Section 300.344 (a)*

4. No, I don't recommend that Amy attend this IEP meeting. She's only 12-years-old.

Generally, a child with a disability should attend the IEP meeting if the parent decides that it is appropriate for the child to do so. If possible, the agency & parents should discuss the appropriateness of the child's participation before a decision is made, in order to help the parents determine whether or not the child's attendance would be (1) helpful in developing the IEP or (2) directly beneficial to the child or both. The agency should inform the parents before each IEP meeting-as part of notification under Section 300.345 (a)(1)-that they may invite their child to participate. (Source: Appendix A, 64 Federal Register, March 12, 1999)

<p>5. No, I don't recommend that Amy attend this IEP meeting. At 17-years-old, she's too busy with her friends & school activities to be interested in such a meeting.</p>	<p>If the purpose of an IEP meeting for a student with a disability will be the consideration of the student's transition services needs or needed transition services under Section 300.347 (b)(1) or (2), or both, the public agency must invite the student &, as part of the notification to the parents that the agency will invite the student to the IEP meeting. If the student does not attend, the public agency must take other steps to ensure that the student's preferences & interests are considered.</p>
<p>6. Well, since we've established what Amy's disability is, that automatically means she will be in Mrs. Jones room at least three hours a day. See, scheduling isn't so difficult once you get the hang of it.</p>	<p>"The services & placement needed by each child with a disability to receive FAPE (a free & appropriate public education) must be based on the child's unique needs & not on the child's disability." (See Section 300.300)(ii).</p>
<p>7. You know, this same question about disability category came up in our meeting with Mr. & Mrs. Brown about their son, John, just yesterday. Of course, his disabilities are a lot worse than Amy's & he's faced suspension at least once a year.</p>	<p>Unless the school has obtained the required parental consent of Mr. & Mrs. Brown to disclose this personal information from their child's education record, this oral disclosure would be a violation of the Family Education Rights & Privacy Act (FERPA) (20 U.S.C) Section 1232g(b)(1) & CFR Part 99, 99.31(a).</p>
<p>8. Well, the general education curriculum is for most kids, but not for our special education students. It's best to provide these students with an alternative curriculum that's easier & that the special education teacher is trained in.</p>	<p>The IEP for each child with a disability (including children who are educated in separate classrooms or schools) must address how the child will be involved & progress in the general curriculum. However, the Part B regulations recognize that some children have other educational needs resulting from their disability that also must be met, even those needs are not directly linked to participation in the general curriculum. (Source: Appendix A, 64 Federal Register, March 12, 1999.)</p>
<p>9. Thank you for suggesting these modifications for Amy's instruction. We can implement them in her special education classes but it's really too much to expect her general education teachers to accommodate her needs in their classes.</p>	<p>Every individual involved in providing services to the student should know & understand his or her responsibilities for carrying out the IEP. This will help ensure that the student received the services that have been planned, including the specific modifications & accommodations the IEP team has identified as necessary. (Source: A Guide to the Individualized Education Program, Office of Special Education & Rehabilitative Services, U.S. Department of Education, July 2000.)</p>
<p>10. No, we didn't indicate occupational therapy as a related service. We only have one OT in the entire district & he's booked solid. Maybe next year, or if an OT student moves away.</p>	<p>"The services provided to the child...address all of the child's identified special education & related service needs." (See Section 300.300(3)(i)) <i>Each student's individually determined needs dictate services to be provided. The availability of the service may not be a factor.</i></p>
<p>11. Add your own:</p>	