

## The Story

*The Individual Education Program (IEP) is a map of the story of a child's life, hopes, goals, and future.*

*Use this guide to prepare for and help you understand key sections of the IEP.*

▶ *The story starts here. Insert pertinent information.*

Once there was a child by the name of

\_\_\_\_\_

born on

\_\_\_\_\_

who belonged to:

\_\_\_\_\_ & \_\_\_\_\_

who could be reached at:

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Cell: \_\_\_\_\_ Home: \_\_\_\_\_

Work: \_\_\_\_\_ Fax: \_\_\_\_\_

Emergency Contacts:

\_\_\_\_\_

\_\_\_\_\_

*"To be successful you must accept all challenges that come your way. You can't just accept the ones you like." — Mike Gafka*

## About My Child

Strengths:

Skills:

Interests:

Loves to:

My worries & concerns:

What works well at home:

What works well at school:

When talking about your child, please consider the following domains that are relevant:

- › Reading
- › Writing
- › Math
- › Communication
- › Motor skills
- › Vocational skills
- › Social
- › Emotional
- › Personal Space
- › Peer relationships
- › Adult relationships
- › Coping skills

Wiser ID:

Grade:

School:

Disability Category:

Other Diagnosis:

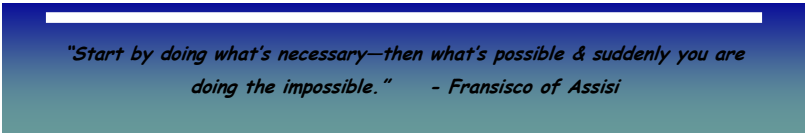
Purpose of Meeting:

Date of Meeting:

- Initial Referral
- Review Evaluation Results
- Determination of Eligibility
- Develop Initial IEP
- Review/Revise IEP
- Annual IEP
- Determine Placement
- Manifestation
- Determine Setting or Services During Disciplinary
- Change of Placement
- Transfer of Rights
- Develop Postsecondary Transition Services
- Other

Important Notes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





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## Special Education Services

### Specialized Instruction

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### Extended School Year

*Can be before and after school, holiday breaks, or summer.*

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### Speech & Language

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### Physical Education

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### Vocational Education

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### Travel

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## Related Services

**Audiology**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**Counseling Services**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**Educational Interpreting Services**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**Occupational Therapy**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**Orientation & Mobility**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**Parent Counseling & Training**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**Physical Therapy**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**Psychological Services**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**Recreation**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**School Health Services**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**School Nurse Services**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**School Social Work Services**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**Speech & Language Pathology**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**Transportation**

*Start Date:*            *How Often:*            *How Long:*            *Where:*

**Other:** \_\_\_\_\_

*Start Date:*            *How Often:*            *How Long:*            *Where:*

## Supplementary Aids and Services

Accommodations: \_\_\_\_\_

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Aids & Services: \_\_\_\_\_

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Assistive Technology: \_\_\_\_\_

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## Program Modification Explanation

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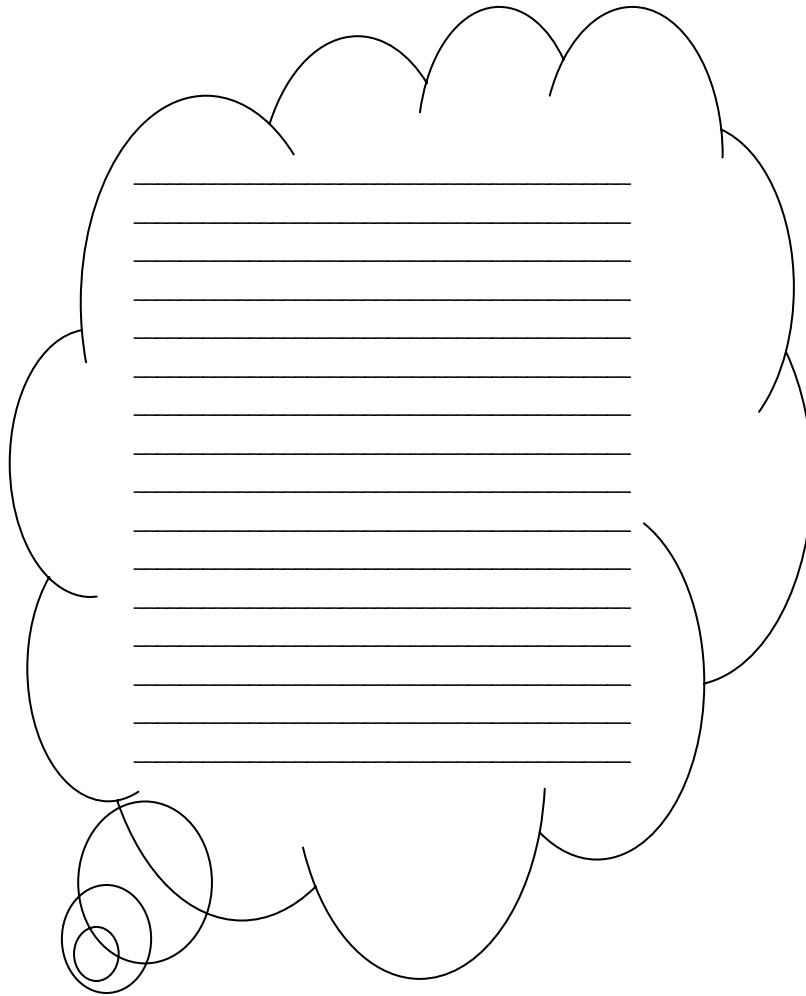
## Assessments

- N/A Preschool
- In a grade where statewide assessments not given.
- In a grade where district wide assessments not given.
- IEP determination
- PAWS

*"Don't let what you can't do interfere with what you CAN do."*

*- Anonymous*

## My Future



A large, hand-drawn cloud shape with a scalloped top and a tail at the bottom left. Inside the cloud are 15 horizontal lines for writing.

*"I long to accomplish a great and noble task; but it is my chief duty to accomplish small tasks as if they were great and noble." - Helen Keller*



## Transitions

*It's never too early to start planning!*

- Home ⇨Preschool
- Preschool ⇨Elementary
- Elementary ⇨Middle School
- Middle School ⇨High School
- High School ⇨Secondary
- Independent Living
- Career/Employment
- Guardianship — Student must be informed that rights transfer to him/her at the age of 18, unless a guardianship is in place.

### Measurable Goals:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

### Transition Services Activities:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

### Party(s) Responsible:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

### Time Frames:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



## Graduation or Program Completion

Projected Date of Graduation: \_\_\_\_\_

or

Program Completion: \_\_\_\_\_

- Diploma
- Certificate of Attendance

\* Regular Diploma = Free Appropriate Public Education ends as well as Extended School Year Services.

## Best Practices

- Request copies of evaluations prior to meetings.
- Highlight important facts, write questions on sticky notes or on report.
- Bring a support person, advocate, or friend to the meeting.
- Write on-going questions and concerns.
- Keep information in a notebook for easy reference.
- Prioritize needs with the focus being on the child.

## Helpful Websites

Wyoming Dept. of Education      <http://edu.wyoming.gov/>

UPLIFT      [www.upliftwy.org](http://www.upliftwy.org)

Wrightslaw      [www.wrightslaw.com](http://www.wrightslaw.com)

NICHCY      [www.nichcy.org](http://www.nichcy.org)

*National Dissemination Center for Children with Disabilities*

# Understanding IEP Forms



*Hope ~ Health ~ Well-Being*

4007 Greenway St., Ste. 201  
Cheyenne, WY 82001

Phone: 888-875-4383 or 307-778-8686  
Fax: 307-778-8681  
Website: [www.upliftwy.org](http://www.upliftwy.org)

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