

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:

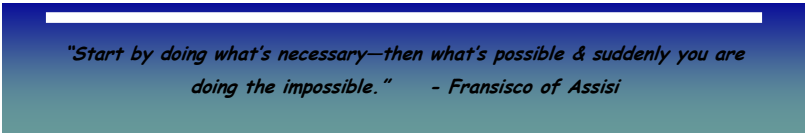
Other Diagnosis:

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: _____



Goals Should Be:

Specific

Measurable

Achievable

Results Based & Relevant

Time Bound

Annual Goals

"Goals are dreams with deadlines."

Diana Scharf Hunt

Special Education Services

Specialized Instruction

Extended School Year

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

Speech & Language

Physical Education

Vocational Education

Travel

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: _____

Aids & Services: _____

Assistive Technology: _____

Program Modification Explanation

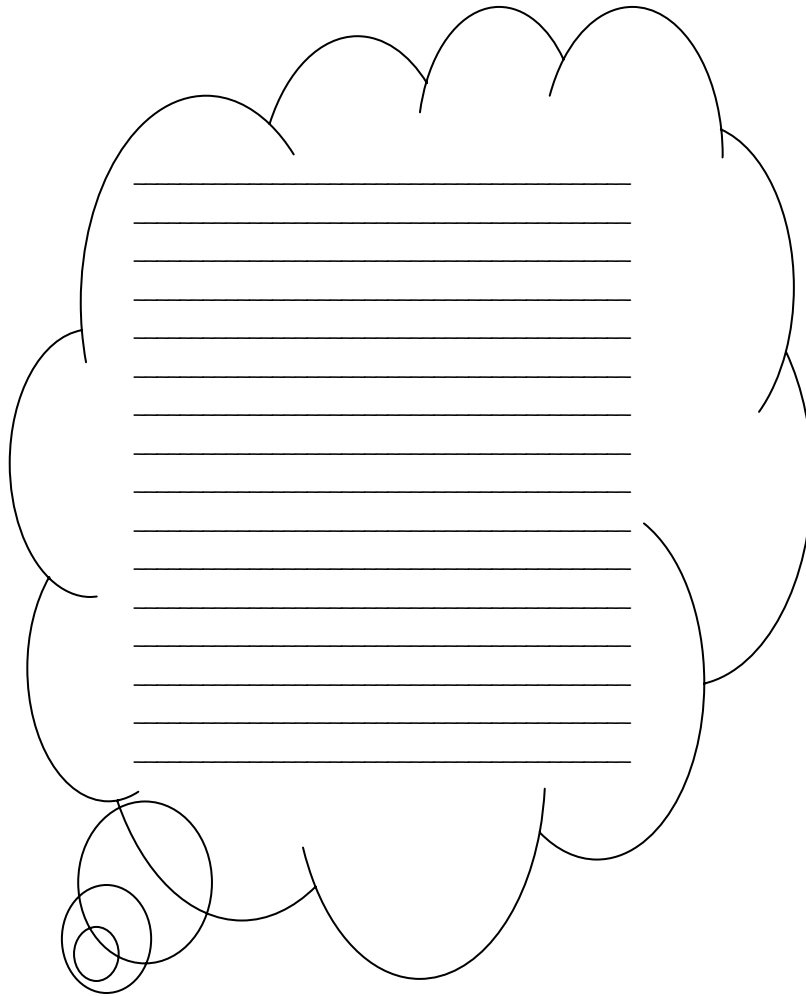
Assessments

- 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 edge and a tail-like bottom edge. Inside the cloud, there are 15 horizontal lines for writing, arranged in a rectangular block.

"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

Wrightslaw www.wrightslaw.com

NICHCY 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

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