
Instructions for Starting the Individualized Educational Plan (IEP) Process

1. Request in writing for student to be tested in “all areas of suspected disability.”

- a. Use template letter provided-will be sent to you via email in Word Doc form. Edit the letter for what pertains to your student.
- b. Make 3 copies. Have each date and time stamped when you drop them off. Keep one copy for your records, then deliver one copy each in person to:
 - i. School principal
 - ii. Director of Student Services and SELPA Director for your school district
- c. Time line for school district:
 - i. Two (2) weeks to respond to your request and make arrangements to begin the IEP process
 - ii. Sixty (60) calendar days to complete the assessment
- d. Make a binder to keep copies of all written correspondence with the school district.
- e. If Attention Deficit Disorder (ADD) Hyperactive, Inattentive or Mixed is also suspected, forms (Vanderbilt for teacher and parents) for you and your child’s teacher(s) will be provided from your physician to fill out. Please return these ONE WEEK prior to your next appointment with your physician. This is a medical diagnosis and the school district cannot diagnose a medical problem.

2. Once testing is completed, the school district will send a notice to hold an IEP meeting.

- a. Sign the request and agree on a day that works for your schedule. By law, the school district must be able to accommodate your schedule (within reason). Keep a copy for your records.
- b. Concurrently, request in writing to receive all testing results (including all “Testing Protocols”) at least five (5) days prior to your IEP meeting. Keep a copy for your records, including school districts replies.
- c. You may choose to also meet with a learning disability specialist, such as a clinical or educational psychologist or speech/language pathologist for a consultation to review the IEP testing and results prior to your IEP meeting.

3. Attending the IEP meeting

- a. The IEP meeting will be held on school grounds with all members of the IEP present. This may include:
 - i. One or both parents
 - ii. District representative
 - iii. General education teacher
 - iv. Special education teacher
 - v. School psychologist
 - vi. (SLP) Speech/Language Pathologist (if speech and language testing was done)
 - vii. District Audiologist (only an audiologist can diagnose Auditory Processing Disorder)
 - viii. Reading Specialist to administer Gray Oral Reading Tests -Fifth Edition (GORT-5) to assess reading rate, reading accuracy, reading fluency, and reading comprehension

- b.** Be prepared to discuss with the IEP team your concerns about your child's specific difficulties in school. Come with a collaborative attitude and be willing to have an open discussion regarding your concerns, the school district's testing results and their recommendations. Make a list with what you would like to discuss:
 - i.** Strengths
 - ii.** Weaknesses
 - iii.** Functional level (in what specific areas do they struggle and what helps them succeed)
 - iv.** What your child needs to learn
- c.** Upon completion of the IEP meeting, the IEP team will present their recommendations based on their assessments for a plan to help your child succeed. This will include:
 - i.** Discussion and description of your child's current level of functioning
 - ii.** Development of measurable annual goals
 - iii.** Discussion and description of support services required for your child
 - iv.** Discussion and description of special education services required for your child
 - v.** Discussion and description of placement recommendations for your child
 - vi.** A formal offer for an IEP to be put in place if determined eligible for services
 - vii.** A denial for IEP if found ineligible for services
- d.** The IEP team (this includes the parents), should work towards an agreement.
 - i.** If you agree with all areas of the IEP, sign and date the IEP. All areas of the IEP will then be put in place.
 - ii.** If you do NOT agree with any portion of the IEP, you do NOT need to sign the IEP, other than for ATTENDANCE ONLY
 - iii.** Your child stays in their current placement if you do not agree with the IEP or are not sure whether you agree.
- e.** If you do not agree with the IEP:
 - i.** Request in writing an Individualized Educational Evaluation (IEE) to be conducted at public expense
 - 1.** If the district agrees to conduct an IEE, additional PRIVATE testing will be done which is mutually agreed upon by the district and the parents at the expense of the school district
 - 2.** A list of professionals will be provided by the school district for testing; however, a parent may request their own professional/s to conduct the additional testing (as long as they meet district requirements).
 - 3.** If the district does NOT agree to conduct an IEE, then they will file for due process and a court hearing will be scheduled with an Administrative Law Judge (ALJ) to assist in reaching a mutual agreement.
 - ii.** Once the IEE is completed, a new IEP meeting will be set, and the additional information obtained from the IEE will then be discussed and considered for inclusion into the IEP.