

Who attends the IEP meeting?

Under IDEA, certain people *must* be part of the IEP team. It is important to note that there doesn't have to be a different person for every role. Often, one person carries more than one responsibility on the team.

- You, as Parent(s)
- School Administrator
- General Education Teacher
- Special Education Teacher
- Evaluation Personnel
- Your Child

Other members of the team in addition to the people listed above, you and the school can invite other people to the IEP meeting. This can include:

- Translators or interpreters
- Transition personnel
- Others with knowledge or special expertise about your child



Where can I find Parental Rights in Special Education?

Harwood Unified Union SD website
www.wwsu.org

Vermont Agency of Education
<http://education.vermont.gov>

Questions, Comments, or Concerns?

Step 1. School Level

Principal or designee

Step 2. District Level 1

Director of Student Support Services

Donarae Dawson

ddawson@wwsu.org

(802) 496-2272 x 113

Step 3. District Level 2

Superintendent of Schools

Brigid S. Nease

bnease@wwsu.org

(802) 496-2272 x 114

Step 4. VT Agency of Education

Technical Assistance Line

(802) 828-5114



Harwood Unified Union SD

340 Mad River Park, Suite 7

Waitsfield, VT 05673

Phone: (802) 496-2272

Fax: (802) 496-6515

www.wwsu.org

The Individual Education Program

Harwood Unified Union School District

Crossett Brook Middle School

5672 VT Rte. 100

Duxbury, VT 05676

(802) 244-6100

Fayston Elementary School

783 German Flats Road

Fayston, VT 05673

(802) 496-3636

Harwood Union Middle/High School

458 VT Rte. 100

So. Duxbury, VT 05660

(802) 882-1100

Moretown Elementary School

940 Route 100B

Moretown, VT 05660

(802) 496-3742

Thatcher Brook Primary School

47 Stowe Street

Waterbury, VT 05676

(802) 244-7195

Waitsfield Elementary School

3951 Main Street

Waitsfield, VT 05673

(802) 496-3643

Warren Elementary School

293 School Road

Warren, VT 05674

(802) 496-2487

What is Special Education?

Special Education means specially designed instruction, provided at no cost, to parts to meet the unique needs of an exceptional child.

Once a child has been identified as eligible for special education, a written plan will be prepared describing the educational programs the child will receive. This plan is called an **Individualized Education Program (IEP)**. An IEP must be prepared before the child's placement in a special education program. The school district must get the parent's written consent before placing the child in a special education program.



The IEP Process

What is involved in developing my child's IEP?

Developing your child's IEP involves:

- (1) The IEP **meeting(s)**, where you, your child (at times), and school staff members together decide on an educational program for your son or daughter; and
- (2) The IEP **document**, which puts the decisions from that meeting in writing. Among other things, this document lists the services and supports your child will receive.



Where and when do IEP meetings take place?

You and the school agree on where and when to have the IEP meeting. Usually, meetings are held at school during regular staff time. By law, the school must tell you in writing:

- The purpose of the meeting; the time and place for the meeting;
 - Who will be there and that you may invite other people who have knowledge or special expertise about your child to the meeting.
- Also –**
- The school must hold the meeting to develop your child's IEP within 30 calendar days of when your child is found eligible for special education services.
 - You must agree to the program, in writing, before the school may carry out your child's *first* IEP.
 - The IEP must be reviewed at least once every 12 months and revised as necessary.

It may take more than one meeting to write a complete IEP. You may ask for an IEP meeting at any time, if you feel that changes need to be made to your child's educational program.

Does the IEP meeting have to be in person?

No. When holding an IEP meeting, you and the school may agree to use other means of participation. For example, some members may participate by video conference or conference calls.

Educational Placement

Placement in the least restrictive environment occurs near the end of the IEP meeting, once all of the information available on the student has been provided. The team, including the parent, then reviews the student's educational needs and chooses the placement in which those needs can best be met. Related Services are also discussed at this time. These are services the student needs in order to access and benefit from the IEP services.

Other parts that may be discussed as part of the IEP team meeting may include "Transfer of Rights" for students who are eighteen or who will be turning eighteen during the course of the school year.

Accommodations for classroom assessments and assignments, as well as transportation accommodations, if needed, will be discussed as part of the IEP process.



Parents are an integral part of the school team!

