

Individual Educational Programs (IEPs)

During recovery from AE or afterwards, accommodations may be necessary for a child to return to the school environment. Laws and procedures are in place to help with this situation and may be useful for preschool through college-age students. The process for parents involves filling out documents, attending meetings and working with professionals at the school to determine the needs of the child. It is truly a team effort to craft and implement an effective plan for the student. We recommend that you contact your child's school and your state Department of Education for assistance.

In general, the process is as follows:

- Determine whether an IEP is needed
- The child is evaluated
- Eligibility is decided
- An IEP meeting is scheduled
- The IEP is written
- The services are provided by the teachers
- Progress is measured by the school and reported to the parents
- The IEP is reviewed
- The child is re-evaluated periodically and the IEP may be revised

The end result is a legal document that contains the following details:

- The child's current level of academic achievement
- How the child's illness or disability affects their ability to make progress
- Annual goals for the child and how those will be measured and how often
- A list of modifications and/or special education services to be provided to the child
- Projected date for the beginning of the services and modifications
- The anticipated frequency, location, and duration of those services and modifications

Please see the following list of resources for additional clarification and assistance:

[US Department of Education](#) (A guide to the IEP)

[Center for Parent Information and Resources](#) (Contents of an IEP)

[Understood.org, a resource for learning and attention issues](#) (What to bring)

[Kids Health](#) (Generally, what is an IEP?)