

## IEP Preparation and Meeting Checklist for Parents

### **Before the meeting:**

1. Review records
  - Ask school in writing for copy of current IEP.
  - Review goals on current IEP.
  - Ask school district in writing to review records at district office.
  - Contact school psychologist to get explanation of assessments prior to IEP meeting.
  - Ask school district for summaries of any standardized tests your child has taken this year.
  - Review all assessment results carefully.
2. Think about your child
  - Consider your vision for your child in the future, as well as for the next school year.
  - List your child's strengths, needs and interests.
  - Talk to your child and find out what they like best and least about school.
  - Think about your child's education progress, what has been working and what has not.
  - Brainstorm with people (teacher, friend, family members, tutor, therapist, and consultant) to get some ideas before the meeting.
  - Consider ways of involving your child in developing his or her IEP.
3. Areas of need
  - List your major concerns about your child's education.
  - Consider how your child's disability affects his or her education.
4. Thinking about the IEP meeting
  - Listen for early signs of problems
  - Gather all facts and information
  - Listen carefully to your child's responses

### **At the IEP Meeting:**

1. Formal and informal assessments reviewed to identify strengths, performance gaps (weaknesses), present levels of performance, and needs
  - Discuss student's strengths/ preferences/ interests.
  - Discuss what helps your child to learn.
  - Discuss what limits or interferes with your child's ability to learn.
  - Discuss that you feel observations of your child do or do not accurately represent his/her performance.
  - Have team review results from any district-wide assessments and/or individual assessments.
  - Include statement of your child's present levels of education performance including a written statement of strengths and weaknesses in IEP.
2. List how the disability impacts the student academically and socially (includes behavior) in the school setting
  - Document how your child's disability affects his or her ability to be involved and progress in the general curriculum.
  - Identify areas of need in communication.
  - Identify areas of gross/ fine motor development needs.
  - Specify skills such as dressing, toileting, feeding, etc.
  - Address sensory needs.
  - Make sure that the present level of educational performance is included in all areas of need identified in the assessments.

### 3. Design appropriate goals that are in line with the student's needs and are based on your state's Content Standards

- Make sure that all identified areas of need have goals.
  - Address student's educational needs with appropriate goal.
  - Determine baseline for each goal.
  - Write goals that are measurable.
  - Remember to consider what student will do, how, where and when he/she will do it when considering goals.
- ### 4. Determine placement in the Least Restrictive Environment
- Describe the extent your child will participate in the general curriculum.
  - Schedule special services so that your child will miss the least time in the regular classroom.
  - When determining the least restrict environment, consider potential harmful effects on the child and/or quality of services.
  - Consider general education class with supplemental services or aids when determining LRE.
- ### 5. Determine appropriate supports and services, accommodations and modifications the student will need to receive educational benefit and to make progress in that placement
- Document how progress will be reported to parents.
  - Document how your child will be assessed on state and district assessments.
  - Clearly document supplementary aids and services in the IEP.
  - For each service to be provided, document specifics including personnel responsible, initiation date, frequency, location and duration.
  - Document modifications and accommodations in the IEP.
  - Document supports to be provided to school personnel in the IEP.
  - Document reasons why special education services are not to be provided at student's school of residence.
  - Discuss providing extended school year (ESY).
  - Consider transportation needs.
  - Clarify person directly responsible for each part of child's IEP.
- ### 6. Before the meeting is adjourned
- Remind those in attendance to sign the IEP so that the IEP is accurate.
  - Sign that you attended the IEP meeting. Your signature that you attended does not mean that you agree with the IEP.
  - Ask to have your rights clarified before the IEP meeting adjourns.
  - Ask what you can do at home to reinforce skills being taught at school.
  - Request a copy of the FINAL IEP before you leave the meeting. Be certain that you have a complete copy, including all pages.
  - Review, sign and return the FINAL IEP within 14 school days or follow the Procedural Safeguards if you do not agree. Get a fully signed copy for your records.
  - Receive Prior Written Notice form if the school is proposing or refusing to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.