



IEP

Checklist: Preparing for Your Child's IEP Meeting

Procedural

- Did I receive written notification of the IEP meeting at least 10 days before the meeting?
- Did the notification include the names of people who will attend the IEP team?
- Did I tell the school of anyone I would like to invite who is not on the list?
- Did I receive copies of all reports, documents, draft goals, data, etc. at least 5 days before the meeting?
- Did I receive the final copy of the IEP no more than 5 days after the IEP meeting?

The IEP Document

Present Level of Academic Achievement and Functional Performance

The purpose of this section is to tell how a child does in school. It should include test scores, observations, and descriptions of what the child knows and can do and what the child needs to be able to do.

- Was my input actual included in the parent input section of the IEP?
- Is there enough information about what my child is doing now?
 - ✓ Are strengths listed?
 - ✓ Are needs related to my child's disability listed?
 - ✓ Are my concerns included?
- Does it describe any special factors like behavior interventions or communication needs?
- Does it describe both academic and non-academic areas?
- Does it include social, emotional and other functional skills?
- Does my child have or need an updated Behavior Intervention Plan (BIP)?
- Does it include results from the most recent evaluation or re-evaluation?
- Does it include other important information aside from evaluations (observations, progress information, description of classroom performance, etc.)?
- Does it describe how my child's disability affects involvement and progress in the general curriculum?

Goals and Objectives

- Are the goals based on my child's present levels of performance?
- Is each objective:
 - ✓ **Specific?** Easy to understand when my child has mastered the goal.
 - ✓ **Measurable?** Easy to count or measure what my child is expected to do.
 - ✓ **Action oriented?** Tells what my child will do rather than what they won't do.
 - ✓ **Realistic and relevant?** Related to my child's needs and to the curriculum.
 - ✓ **Time limited?** Reasonable to think this goal can be achieved in one year.

Transition (for students aged 14 and above)

- Were my child's choices and skills considered in developing the goals and activities?
- What transition services are needed for my child to meet their post-secondary goals?
- What services will my child need after high school?
- Who will provide the services my child will need?
- Were connections made to adult service agencies?

Special Education and Related Services

- What types of specialized instruction or services does my child need?
- How and where will they be provided (individually, in a group, pulled out or in class)?
- Who is responsible for providing those services?
- How often will they be provided?

Accommodations and Modifications

- Do the accommodations listed make sense for my child?
- Is it clear how the accommodation(s) will be provided?
- Does my child need to be taught about using the accommodations (i.e. how to use a calculator, how to let the teacher know they need a break, etc.)?
- Is my child receiving the accommodations for instruction and assessment?
- Does my child need modified homework assignments? Who will provide those?

Participation in Statewide and District Assessments

- How will my child participate in statewide/district-wide assessments?

Placement

- Is this the Least Restrictive Environment (LRE) where the supports and services in the IEP can be delivered? What makes this placement appropriate to meet my child's needs?
- Was placement decided after goals, objectives and accommodations were discussed?
- How much time will my child spend outside the general education setting and why?
- Were extracurricular activities discussed? Does my child need support for the activities?

Transportation

- If my child needs a special bus or specific help on the bus, was it written in the IEP?