



## IEP Meeting Checklist

### Before the IEP meeting:

- I received written notice of my child's IEP meeting at least 10 days prior to the meeting date (unless I waived my right to notice).
- I received a copy of any materials that were to be discussed at the meeting at least 3 school days prior to the meeting so that I could adequately review the information.

### In addition to me, and my child if appropriate, the IEP team attending my child's meeting consists of:

- A general education teacher who is, or may be, responsible for implementing a portion of my child's IEP.
- A special education teacher or special education provider of my child (a speech and language pathologist fulfills this role if ONLY speech and language services are provided).
- A representative of the district with the authority to make commitments for the provision of resources and be able to ensure that the services set out in my child's IEP will be implemented, and who is qualified to provide or supervise the provision of specially designed instruction and has knowledge of the general education curriculum.
- An individual who can interpret my child's evaluation results
- Other individuals, invited by me or the district, who have knowledge or special expertise regarding my child (optional).
- An individual qualified to teach preschool children without identified disabilities (if my child is age 3-5).
- A qualified bilingual specialist (if appropriate).
- A person knowledgeable about positive behavior strategies (if my child has behaviors that impede his or her learning or the learning of others).

### At meetings to create or revise my child's IEP, the team addresses the following issues, in the following order:

- My child's present levels of academic and functional performance - including social skills (a measurable level of how my child is doing in school, the result of recent evaluations and testing, etc.)

- Secondary transition services needed by my child in the areas of employment, education, training, and independent living skills - including needed courses of study (if my child is, or will be, 14 ½ years old or older during the time covered by this IEP).
- A need for, or the results of, a functional behavior assessment and the development of, or revision to, a positive behavior intervention plan to address behavior.
- The progress my child made on previous goals.
- The goals my child will work to achieve during the next 12 months and the objectives or benchmarks for reaching the goals (measurable goals written in each area of deficit that are tied to the general education curriculum and learning standards).
- A designation of the person or people who are directly responsible for implementation of each goal.
- A description of how my child's progress towards meeting goals will be determined, who will assess this progress, and how I will be informed of progress or lack of progress.
- A need for assistive technology devices and services (if needed in order to progress toward academic and functional goals).
- The aids, accommodations, and modifications needed by my child to make progress toward annual goals, to progress in the general education curriculum, and to participate in extracurricular and other non-academic activities.
- The supports or training needed by school personnel for my child to advance appropriately toward attaining the annual goals, participate in the general curriculum, and be educated and participate with other students in educational activities.
- A description of how my child will access extra-curricular and non-academic activities.
- A determination of the need for extended school year services due to the nature of the disability, the rate of progress on goals and objectives, emerging skills, behavior issues, and/or expected regression or delayed recoupment of skills.
- A determination of the specially designed instruction (based on peer-reviewed research) my child will receive and a determination of when my child will be in general education with no supplementary aids; in general education with special education and related services; or in special education classes outside of general education (placement is to be in the least restrictive environment).
- My parental concerns as noted in the IEP document.

**I receive the following:**

- A copy of my child's IEP at the end of the meeting.

**Questions an IEP team should consider:**

What are the child's strengths and needs compared to same age peers?

-Includes

- Academic Progress
- Social/Emotional Development
- Communication Skills
- Functional Life Skills
- Health/Medical Issues
- Other Areas of Development

Have we considered all essential information?

-Includes

- Previous and current assessments and evaluation data (including data from private sources)
- Parent and staff observations
- The child's learning style
- The interests and preferences of the child
- What has worked and not worked in the past

Have we considered all areas in which modifications will be necessary in order for the child to progress in the general education curriculum?

-Includes

- Modifications to instruction materials
- Modifications to curriculum
- Modifications to instructional materials
- Assistive technology/specialized equipment

Do we have adequate knowledge of the child's diagnosis and do we have the professional development necessary to implement needed services for the child?

-Includes

- To assist in modification of curriculum
- To model modified instructional strategies
- To develop functional curricula
- To conduct functional assessments
- To develop secondary transition goals and objectives (for transition age students)

Do we have the necessary planning time for all staff involved to collaborate on the needed services for the child?

Have we determined the tools or methods we will use to measure the child's academic progress?

-Includes

- IEP objective/benchmark assessments
- Standardized Tests
- Criterion-referenced tests
- Norm-referenced tests
- Curriculum based tests
- Teacher-developed tests
- Homework
- Class work
- Job sampling
- Parent input
- Student interviews

Have we determined the tools or methods we will use to measure the child's social/emotional progress?

-Includes

- Observation of on-task behavior
- Observation of peer and adult/child interactions
- Observation of auditory and visual attention spans
- IEP objective/benchmark assessments
- Parent input
- Child's own report of perceived development

Have we modified the child's goals and objectives, services, and/or instruction if we have noted a lack of sufficient progress?

Have we discussed whether the child could be successful in a more inclusive setting?

Have we provided the child's parents with the information or training they need in order to partner with us in helping the child progress?

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**The contents of this document were developed under a grant from the US Department of Education, #H328M200072. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer David Emenheiser.**

