



# IEP Meeting Parent Checklist



Here is a list of the information that will be addressed in your child's IEP meeting in order to develop an appropriate educational program for your child. Parent participation is very important in the special education planning process. If you have questions, please ask your IEP case manager.

## ***Preparing for the meeting – suggestions for parents:***

- I have reviewed the current IEP and taken notes about what worked and what needs to be adjusted
- I have written a current list of my child's strengths, preferences, interests, and needs
- I have written a list of concerns to be included in the "Parent Concerns" section of the IEP. I included any requests or specific changes to the IEP I would like to discuss. I have emailed it to the case manager a week prior to the meeting so that the district has time to consider my requests. Bring a copy of the email to the meeting to make sure all your concerns are addressed
- I talked to my child about the upcoming IEP meeting. I asked for their input. We discussed what they see as their strengths and needs. If my child is in high school, I will encourage them to attend their IEP meeting (district is required to invite them if they are 14+ or will be turning 14 during the next IEP year)

## ***Paperwork sent by the district prior to meeting:***

- Written notice was received in a reasonable timeframe so I could prepare for the meeting, and so we could agree on a mutually convenient date and time to hold the meeting
- A copy of the evaluations (MDT) and/or any other documents that were going to be discussed were given to me in a reasonable timeframe so I could look over the information and bring questions
- A copy of the DRAFT IEP with the school's recommendations was given to me in a reasonable timeframe so I could look over the information and bring questions and my own ideas
- All members of the IEP team will be present for the entire meeting unless I give my written consent for them to be absent or leave the meeting early. A form for each absent team member will be sent home with the Notice of IEP meeting

*If any of the above steps did not happen, please let your IEP case manager know so this can be addressed and resolved for future meetings.*

## *At the IEP meeting – components that must be included in the final document:*

\_\_\_\_\_ All members of the IEP team were present and stayed for the entire meeting unless I gave my written consent for them to be absent or leave the meeting early

\_\_\_\_\_ Present levels of academic achievement and functional performance. This is how my child is doing and includes how my child’s disability affects his/her involvement in and progress made in the general education curriculum

\_\_\_\_\_ Measurable annual goals. This includes academic and functional goals designed to meet my child’s educational needs. Goals are related to the general education curriculum and to my child’s other specific academic and functional needs in school. These goals will identify and describe what skills and knowledge my child is expected to learn within a 12-month period

\_\_\_\_\_ Progress. This is how progress towards the annual goals will be measured and when the reports of progress will be given to me. My progress reports should include my child’s starting point/baseline numbers, where my child is currently performing at (calculated goal data), and the outcome my child is trying to achieve in each goal

\_\_\_\_\_ Specially designed instruction. This is the individualized instruction that will be provided to my child to help him/her progress towards meeting the annual goals and so my child can access the curriculum and content. The instruction can be provided for academic and functional needs

\_\_\_\_\_ Related services. These are services provided to help my child benefit from special education. These services will help my child access his/her education and can help make progress towards meeting specific annual goals. There are 16 related services that I should know about including speech therapy, occupational therapy, physical therapy, transportation, counseling, and school nurse services

\_\_\_\_\_ Supplementary aids and services. These are aids, services, and supports that are provided to my child in the regular education classroom or other education-related settings, and also in extracurricular and nonacademic settings to help him/her be educated and included with children who do not have disabilities to the maximum extent appropriate. We will discuss what “maximum extent appropriate” looks like for my child in all his/her classrooms and school environments

\_\_\_\_\_ Accommodations. These are changes made that help my child work around his/her disability and help reduce the effects of the disability. Accommodations do not reduce learning expectations or alter the content of the material to be mastered. They help give my child a fair chance to access the information and demonstrate his/her learning. Accommodations are based on my child’s individual needs and the discussion can include presentation, response, and setting/timing/scheduling accommodations at school

\_\_\_\_\_ Modifications. These are changes made that do reduce learning expectations and academic content for my child. We must carefully consider making modifications for my child because of the effect it could have on his/her achievement gap compared to other students. My child may not be removed from the regular education classroom solely because of needed modifications in the general curriculum and my child should be taught the content at his/her level of learning

\_\_\_\_\_ Support for teachers. These are supports for school personnel to help my child access his/her education, receive appropriate supports and services based on his/her needs and goals, and to make progress towards meeting annual goals. This can include any skills or knowledge training, professional development, or adult support that may be needed

- \_\_\_\_\_ Participation. This is the extent that my child will not participate with nondisabled children in regular education classes or activities
- \_\_\_\_\_ Placement/Least Restrictive Environment. This is where my child will be receiving his/her special education and related services. This is where my child can access his/her education, receive appropriate supports and services, and make progress on annual goals. Begin by looking at the general education setting and discuss if my child can benefit from special education services being provided in that setting including the use of supplementary aids and services, as well as accommodations and modifications
- \_\_\_\_\_ School Assessments. This is how your child will participate in district-wide and state assessments, and what accommodations he/she might need when taking those assessments. The team will also talk about taking the regular assessments, or if alternate assessments are more appropriate. If your child is 14, or will turn 14 during the course of the IEP year, the team will discuss the results of age-appropriate transition assessments and how they are used to write goals for living, working, and learning.
- \_\_\_\_\_ Projected dates of services. This is the frequency, location, and duration of the services and modifications my child will be receiving. I also need to know who is responsible for making sure that my child is receiving the services and modifications that are documented in the IEP
- \_\_\_\_\_ Extended school year services. These are services that may be provided to my child beyond the normal school year such as during the summer. They focus on maintaining my child's current performance on critical learning skills that are at risk of regression to the extent that recoupment of the skill loss would require a greater than average timeframe to gain back. Other factors and special circumstances are also looked at in addition to regression and recoupment data, and determination for services is made on individual case by case basis for each child
- \_\_\_\_\_ Transition services. These are services provided to my child when he/she is 14 years old (or younger if deemed necessary) that include transition goals, instruction, and activities related to post-secondary education, vocational training, employment, independent living skills, and community participation

***Other considerations to be discussed at the IEP meeting (required by federal law):***

- \_\_\_\_\_ My child's strengths
- \_\_\_\_\_ My parental input including concerns for enhancing my child's education and meeting his/her needs in school. I can also bring any outside evaluation information on my child to be considered in the IEP process as long as it meets the school district's approved criteria
- \_\_\_\_\_ The results of my child's initial or most recent evaluation(s). This should include not only a report of test scores, but also an explanation of the results. The evaluation data should present a clear picture of all of my child's educational needs, including academic and functional needs
- \_\_\_\_\_ Positive behavior interventions and supports if behavior impedes my child's learning or the learning of other students. This includes a discussion of whether my child needs a functional behavior assessment and a positive behavior intervention plan to help address his/her challenging behaviors in school. We can also discuss if my child has sensory challenges, and if he/she needs to learn replacement behavior skills or work on social development and/or socio-emotional skills

- \_\_\_\_\_ My child’s communication and language needs
- \_\_\_\_\_ Braille instruction for my child if she/her is blind or visually impaired
- \_\_\_\_\_ Assistive technology devices and services that could benefit my child’s education
- \_\_\_\_\_ Routine checking of hearing aids and external components of surgically implanted medical devices if this applies to my child
- \_\_\_\_\_ Specifically designed/adapted physical education services if my child needs it
- \_\_\_\_\_ Supplementary aids and services to give my child an equal opportunity to participate in nonacademic and extra-curricular services and activities such as: counseling, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district or approved cooperatives. These can be services and activities that happen before, during, and after school hours

### ***Suggestions for post-meeting follow up:***

- \_\_\_\_\_ Talk to your child about the meeting – reinforce the good things people said about them, and discuss plans to help them with their challenges. Prepare them for any changes to their services, providers, etc. If your child attended the meeting, ask for their thoughts about the meeting, and praise them for attending. It’s not easy to listen to a roomful of adults talk about your strengths and needs.
- \_\_\_\_\_ A day or two after the meeting, email a thank you to the case manager. In the email, also summarize the meeting discussion and any changes that will be included in the new IEP
- \_\_\_\_\_ When you receive the new IEP, go through it completely. If something is missing or if clarification is needed, follow up with the case manager immediately
- \_\_\_\_\_ Review progress notes quarterly. If you have questions, contact your child’s case manager
- \_\_\_\_\_ Keep a notebook handy. Write down notes during the next year – if something works well for your child at home or at school, make a note and date it. If something doesn’t work, do the same. This will help prepare you for the next IEP
- \_\_\_\_\_ Communicate regularly with your child’s team. Share big ticket items from your notebook when they happen – both positive and negative. This helps everyone on the team know what’s working, and strategize to support things that aren’t going well
- \_\_\_\_\_ Keep copies of everything, including medical diagnoses, agency forms (DHHS, Developmental Disabilities, SSI, Medicaid, Nebraska VR, etc.). Get a file box tote and file folders. Organize them by grade. Keep the file current and organized so that you can find what you need more easily

For more information about the special education process, contact your child’s special education teacher, a PTI Nebraska parent/professional at (800) 284-8520 and [pti-nebraska.org](http://pti-nebraska.org), or the Nebraska Department of Education at (402) 471-2471 and [education.ne.gov/sped/](http://education.ne.gov/sped/).

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with

disabilities throughout the nation and ensures special education and related services to those children. See <https://sites.ed.gov/idea/> for more information on IDEA.

Rule 51 is the document that outlines regulations and standards for special education programs in Nebraska. Rule 51 can be found on the Nebraska Department of Education's website: [https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule51\\_2017.pdf](https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule51_2017.pdf).

Rule 55 is the document that outlines rules of practice and procedure for due process hearing in special education contest cases. Rule 55 can be found on the Nebraska Department of Education's website: [https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule55\\_2012.pdf](https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule55_2012.pdf)

## **SOURCES**

**Adayinourshoes.com:**

<https://adayinourshoes.com/after-iep-meeting/>

<https://adayinourshoes.com/iep-meeting-checklist/>

**Handsandvoices.com**

<http://www.handsandvoices.org/IEPmeetingplanner/iepmeetingplanner.pdf>

**Wrightslaw.com**

<https://www.wrightslaw.com/advoc/articles/iep.bollero.hearts.htm>