



Advocates for Justice and Education, Inc.

The Parent Training and Information Center for the District of Columbia

IEP MEETING CHECKLIST FOR PARENTS

** Adapted from the Exceptional Children's Assistance Center www.ecac-parentcenter.org*

STEP ONE: BEFORE THE MEETING

REVIEW!

The Individuals with Disabilities Act of 2004 (IDEA) requires schools to give parents of students with disabilities adequate notice to participate in the IEP meeting. This notice is called ***Invitation to Conference/Prior Notice***. The notice must be given to you in writing and in your native language.

Carefully review the invitation/notice and consider the following:

- Is the purpose of the meeting clearly stated?
- Is my child 14 years old or turning 14 during the next 12 months? If so, did he/she receive his/her own written invitation to the IEP meeting as required when planning for their transition to adulthood?
- Who is attending? What are their roles in the meeting?
- Are there any team member excusal requests attached to the invitation?
- Is the date/time/location convenient for your schedule?
- Be sure enough time has been scheduled for the meeting to discuss items listed and other concerns and issues
- Review your copy of the District of Columbia Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities

RESPOND!

Read, sign and return the Invitation to Conference/Prior Notice as soon as possible and keep a copy for your records. Include in writing any of the following that apply:

- Suggestions for alternative meeting dates or times, if necessary
- A request to participate by conference call or other way if you are unable to participate in person
- A list of who you are inviting, if anyone. Consider inviting a friend, relative, outside professional or note taker
- A list of concerns or issues that you wish to discuss
- A request for a copy of any proposed IEP draft, well in advance of the meeting
- Your approval or disapproval of any team member excusal requests
- A note, if you plan to audio record the meeting

ORGANIZE!

Carefully organize your child's records/files in an order that works well for you. If you notice that you are missing an important document, ask your child's school for a copy.

Your child's records/files should include (*as appropriate for your child*):

- Current and past IEPs
- Report cards
- Work samples
- Evaluation/assessment results
- Progress reports on academics and IEP goals
- Notes/email/phone call logs of communication about your child
- Functional Behavior Assessments (FBA)
- Behavior Intervention Plans (BIP)

PREPARE!

As you prepare for the IEP meeting, review your child's records/files and consider the following: What has been accomplished? What has worked well? What needs more work? What are my concerns? What are my child's concerns?

- Write down and **prioritize** a list of any questions, concerns, or requests that you have.
- Gather supporting documentation such as private evaluations, therapist notes, research-based fact sheets, etc.
- Consider bringing photos or a short video to the meeting if it will highlight your concerns
- Ask your child about what is working and what is not working.
- Prepare your child to participate in the meeting, if they are attending.

Consider the following questions when reviewing your child's IEP:

- Is the information in your child's present level of performance (PLOP) clearly stated and supported with objective information and assessment or evaluation data, such as information from standardized testing, curriculum based measurements or performance on district or state-wide assessments?
- Does the present level of performance (PLOP) section of the IEP contain information about the academic, developmental and functional needs of your child?
- Are your concerns and expectations for your child included in the present level of performance (PLOP) section of the IEP?
- Are your child's annual goals clearly stated and can they be measured?
- Is there a plan to "close the gap" if appropriate?
- Knowing the effects of your child's disability, do the annual goals directly relate to your child's needs as stated in the present level of performance (PLOP)?
- Are the specific ways to master the annual goals clearly stated?
- Is the method(s) to monitor and evaluate your child's progress toward the annual goals clearly stated?
- Does the IEP indicate the amount of time your child will spend in general education?
- Are the special education services and related services recommended for your child supported by scientific research that supports their effectiveness? If not, what evidence has the school provided to



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indicate that the services and instructional methods proposed for your child have been found to be effective for children with similar learning difficulties and of similar age?

STEP TWO: THE IEP MEETING

PARTICIPATE!

It is important for every member of the IEP team, including you, to be prepared to work together. The Team must consider and use a wide variety of data and other information, including the information you share, to create an IEP that is appropriate for your child.

- Remember to bring pens, pencils, and paper
- Arrive 10-15 minutes before the meeting's start time.
- Connect with any person(s) that you invited before the meeting.
- Request introductions and clarify everyone's role at the meeting.
- Review the attendance sheet to be sure that everyone required to be there is there
- Ask who is responsible for taking notes or minutes.
- Review the IEP meeting agenda.
- Share your ideas, opinions, and feelings throughout the meeting.
- Seek copies of documents in use at the meeting which you have not been provided. Do not let staff read to you from documents that you do not have.
- Request an assistive technology consultation or get an update
- If something is not clear, **ASK QUESTIONS** for clarification!!
- Request a brief break if you need one.

Fifteen minutes before the meeting ends:

- Check to see if all your concerns have been addressed
- Make sure that the wording throughout the IEP is clear and specific enough for anyone to understand
- Schedule another IEP meeting if there is an unresolved issue or if you ran out of time
- Identify who is responsible for any follow-up items
- Thank the other team members for their participation

STEP THREE: AFTER THE IEP MEETING

PARTICIPATE!

- Express "Thank you" to those you invited and other team members
- Write letters of clarification to address any concerns, questions, overlooked areas, etc. if needed
- Consider sharing a copy of the IEP with other professionals working with your child
- Ensure ALL of your child's teachers are aware that the IEP has been updated.