



## IEP Meeting Planner

Use this planner to get the most out of IEP meetings and special education services for your child.

Check when complete	WHAT TO DO
<b>Before the Meeting (at least 2 weeks prior to the meeting)</b>	
	<p><b>Visit your child's classroom</b></p> <p>If your child is elementary age, you should consider visiting the classroom to observe how your child is performing in class, classroom conditions and routines, instructional materials being used. Classroom visits should be arranged in advance with the teacher and school officials.</p>
	<p><b>Review your child's records</b></p> <p>Compile and review the following:</p> <ul style="list-style-type: none"><li>• <i>Your child's current IEP</i></li><li>• <i>Reports of progress toward the annual goals in your child's current IEP</i></li><li>• <i>Report cards for current school year</i></li><li>• <i>Recent work samples</i></li><li>• <i>Performance on district and/or state assessments (If your child is participating in district and/or state assessments in an alternate manner, be sure to get information on how your child is performing in relative to same-grade peers. Results on alternate assessments, out-of-level assessments do not provide information on your child's performance compared to other students at his/her grade level.)</i></li><li>• <i>Results of most recent evaluation(s) (If your child has recently received an individual evaluation, be sure to request a copy of the evaluation report prior to the IEP meeting. If you have had your child evaluated privately, consider sharing the results of the evaluation with school personnel prior to the IEP meeting)</i></li><li>• <i>If your child has a job outside the home, bring copies of letters or reviews from supervisors</i></li><li>• <i>Any other communications with the teacher and/or school</i></li></ul> <p><b>Note:</b> You have the right to inspect and review any education records relating to your child that are collected, maintained, or used by the school district. You may also request a copy of your child's educational records at any time.</p> <p>Be sure to organize all of these records (preferably in a 3-ring binder) and take them with you to the IEP meeting.</p>

Check when complete	<b>WHAT TO DO</b>
	<p><b>Network</b></p> <p>Join local chapters of parent groups that offer information about your child's specific disability. Contact your state Parent Training and Information Center for information on your state's special education laws or regulations. Attend trainings and support groups that will help you understand ways to use your rights under IDEA.</p>
	<p><b>Request and review notice of meeting</b></p> <p>You should be given written notice of the proposed IEP meeting, preferably at least 10 days in advance. The notice should include the date, time, purpose of the meeting and those expected to attend. Use this meeting notice to ensure that:</p> <ul style="list-style-type: none"> <li>• <i>The date and time are convenient for you and others you plan to have attend (advocate, private tutor, private evaluator)</i></li> <li>• <i>If appropriate, your child is expected to attend</i></li> <li>• <i>If your child will turn age 16 (or older) during the period of the next IEP, or if you feel that transition planning should begin with the next IEP (regardless of your child's age), both your child and any appropriate representatives from other agencies are invited to attend</i></li> <li>• <i>All appropriate school personnel are listed as expected to be in attendance. See team excusal below for additional information.</i></li> </ul>
	<p><b>Request alternative means of meeting attendance</b></p> <p>If you or others you want to attend the meeting cannot attend on the proposed date and time, you can propose alternative forms of meeting attendance such as audio conference calling or video conferencing. Be sure to make your requests for such alternate meetings well in advance so the school can provide the necessary equipment.</p>
	<p><b>Approve or reject proposed IEP team member excusals</b></p> <p>Your IEP Meeting notice should indicate if the school proposes to excuse a team member or members – from attending either the entire meeting or part of the meeting – for one of the following reasons:</p> <ul style="list-style-type: none"> <li>• <i>The member's area of curriculum or related services is not being modified or discussed in the meeting</i></li> <li>• <i>The member's area of curriculum or related services is being discussed and the member will submit written input to the parents and the team prior to the meeting</i></li> </ul> <p>If the school proposes to excuse a member for either of these reasons, you must agree in writing.</p> <p>If you disagree with the proposal to excuse a member on the basis that their area of curriculum or related services will not be discussed, inform the school that you do not agree with the proposed excusal and you expect the member to attend the meeting.</p> <p>Written input from an excused member should be provided well in advance of the meeting in order to allow time for your review and acceptance. If you determine that the written input is not sufficient, advise the school that you expect the member to attend the meeting.</p>

Check when complete	WHAT TO DO
	<p>For best results, members of the IEP team who should not be excused under any circumstances include:</p> <ul style="list-style-type: none"> <li>• <i>The district representative (knowledgeable about the availability of the school district's resources)</i></li> <li>• <i>Your child's regular education teacher (who is involved in the implementation of the IEP)</i></li> </ul>
	<p><b>Request information on any district or state assessments</b></p> <p>In order to make important decisions about how your child will participant in required district and/or state-wide assessments (such as those required by the No Child Left Behind Act – NCLB) request complete information on those assessments, including information about the type of test, when it is administered and sample questions. Also request information about alternate assessment options and information about how participation in an alternate form of assessment might impact your child.</p>
	<p><b>Request state guidelines for test accommodations</b></p> <p>In order to make important decisions about the appropriate accommodations your child will need in order to participant in required district and/or state-wide assessments (such as those required by the No Child Left Behind Act – NCLB) request a copy of your state's guidelines on test accommodations. Every state is required to have such guidelines. The guidelines should include information regarding any accommodation that, if used, will invalid the test score.</p>
	<p><b>Notify the school if:</b></p> <ul style="list-style-type: none"> <li>• You plan to tape the IEP meeting. The option to tape an IEP meeting various by state, so be sure to check into your state's policy regarding taping and also advise the school in advance of your plans to tape the meeting</li> <li>• You plan to bring others to the meeting. Provide the school with a written notice of who you will bring and their relationship to your child</li> </ul>
	<p><b>Review your Procedural Safeguards Notice</b></p> <p>Make sure you have a copy of the current Procedural Safeguards Notice for your school district. <i>Note: Schools are no longer required to provide a copy of this notice with each IEP meeting notice.</i></p>
	<p><b>Develop your Parent Report</b></p> <p>Your Parent Report should include:</p> <ul style="list-style-type: none"> <li>• Your impressions of how your child is doing in school. Include both academic performance as well as social, behavioral and functional performance (include work samples and/or school reports that substantiate your comments and concerns).</li> <li>• Your child's strengths and weaknesses, relationships with family and friends</li> <li>• Your comments or concerns regarding your child's attainment (or lack of attainment) of the annual goals on the current IEP</li> <li>• Your input regarding particular strategies that are or are not working for</li> </ul>

Check when complete	WHAT TO DO
	<p>your child</p> <ul style="list-style-type: none"> <li>• Your input regarding other areas such as behavior plans and/or technology that might help support your child's learning</li> <li>• If your child's IEP also includes a transition plan, include information about your child's postsecondary goals (college, vocational interests, possible career choices)</li> </ul> <p>Use the <b><u>Organizing Your Concerns Chart</u></b> to help compile your Parent Report.</p> <p><b>Note:</b> You can share your Parent Report with school personnel before or at the IEP meeting. Sharing it before the meeting will allow school personnel the opportunity to review your report and include information you have submitted in the IEP.</p>
	<p><b>Develop Annual Goals</b></p> <p>Using the annual goals in your child's current IEP, develop annual goals for the coming year, including</p> <ul style="list-style-type: none"> <li>• The amount of progress you want to see your child make in the coming year (progress should be adequate to allow your child to make up for significant gaps in achievement vs. same age/grade students)</li> <li>• Any particular methodology you think would be well suited for your child given his/her particular difficulty or deficit, age, learning style. Special education and related services must be based on peer-reviewed research whenever possible</li> <li>• How progress toward the goals will be measured and how frequently progress will be reported to you. (Reports of progress must be based on objective measures and progress reports should be provided to you as frequently as progress is reported to all parents, generally at each grading period)</li> </ul>
	<p><b>Learn the Form</b></p> <p>Most school district (or states) has developed IEP forms that are used to compile a student's individualized program. Become familiar with your school's form prior to the meeting so you will know what information will be included and how the IEP will be developed. Request a copy of your school's form from your school or district special education office.</p>
	<p><b>Request IEP draft</b></p> <p>Many schools accomplish some advance work on developing student IEPs by doing a "draft" which will then be reviewed at the meeting. If this is the practice of your school district, request a copy of the "draft" prior to the meeting so you have time to review it. (Note: "draft" IEPs are just that – drafts to help facilitate the meeting. Completing IEPs prior to the meeting violates the IDEA. Don't be intimidated by "draft" IEPs – instead, consider it an extra opportunity to see the thinking of IEP team members in advance. You will provide your comments and concerns about any "draft" and you should expect a final IEP to be produced at the official IEP meeting.)</p>

Check when complete	WHAT TO DO
<b>At the Meeting</b>	
	<p><b>Arrive early</b></p> <p>Arrive at least 15 minutes prior to the time your meeting is scheduled to begin. Provide any persons you have invited to attend the meeting with a copy of your child's current IEP, your Parent Report and your suggested annual goals.</p>
	<p><b>Remain calm</b></p> <p>IEP meetings can be stressful and emotional. Above all, you must be:</p> <ul style="list-style-type: none"> <li>• Cooperative</li> <li>• Respectful</li> <li>• Calm</li> <li>• Positive</li> </ul>
	<p><b>Name a note taker</b></p> <p>Unless you plan to tape record the meeting, you will need to take detailed notes. If note taking is hard for you to do while participating in the discussion, designate one of your invitees to be the note taker for the meeting.</p>
	<p><b>Request introductions</b></p> <p>Ask everyone at the meeting to introduce themselves and explain their role in the meeting. Have anyone you have brought to the meeting introduce themselves and explain their relationship to your child. Be sure to record this information in your meeting notes.</p>
	<p><b>Review your Parent Report</b></p> <p>If you haven't shared your Parent Report with school personnel prior to the meeting, review it at this point. Your input should be incorporated into the school's information to complete your child's Present Level of Performance (PLOP).</p>
	<p><b>Develop all required IEP components</b></p> <p>The IDEA requires several components to be a part of every IEP. Be sure that each component is discussed and included. Use the <b><u>IEP Checklist for Parents</u></b> to review the proposed IEP for completeness. Make sure that all agreed upon services are written in the IEP document. <b>Note:</b> While some services, such as accommodations, might be "standard practice" in many schools or classrooms, the IEP should reflect all special education, related services, supplemental aids and services, modifications, accommodations (classroom and testing) that will be provided.</p>
	<p><b>Finalize the IEP</b></p> <p>You don't have to sign the IEP at this meeting. If you want to review the IEP first, ask to take it home before you sign it. Be sure your signature indicates what you intend it to mean, such as attendance, agreement, partial</p>

Check when complete	<b>WHAT TO DO</b>
	agreement, refusal. Provide any concerns you have about the proposed IEP to the school in writing. If you object to the proposed IEP or any part of the proposal, explain the reasons for your objection. Ask that your written concerns be attached to the proposed IEP.
<b>After the Meeting</b>	
	<p><b>Explain changes to your child</b></p> <p>If your child didn't attend the IEP meeting, explain any changes that will be made to the child's current program or placement and the reasons for the changes. Don't let your child be surprised by changes agreed upon in the IEP. Knowing what to expect will help ensure success.</p>
	<p><b>Monitor progress</b></p> <p>While the school is required to provide you with regular progress reports (generally at each grading period) you can request more frequent progress reports. Progress reports should be based on objective information, not teacher opinion or observation. Work samples and performance on district or state assessments should be compared to the progress reported on the IEP progress reports.</p> <p>If progress reports show significant progress or a substantial lack of progress, the IEP goal(s) should be discussed and the instructional program in use should be reviewed.</p>
	<p><b>Meeting more than once a year</b></p> <p>While each student's IEP must be reviewed and updated at least annually, you can request an IEP meeting at any time. If progress is slow or other issues, such as behavior, need to be addressed, request an IEP meeting in writing.</p>