

IEP Checklist

- Request that the meeting be held at a time that is mutually agreed upon by the parents and the school personnel.
- Request that the meeting be held at a time that is mutually agreed upon by the parents and the school personnel.
- Ask for a draft of the evaluation report prior to the meeting. Teams are not able to give parents a full draft of the IEP document before the meeting because that would mean they would pre-determine parts of the IEP without the parents' input.
- Double check for inconsistencies related to the child's skills, services, and accommodations.
- It is required that Procedural Safeguards are offered and explained to parents at every meeting.
- IEP goals should be revised as the child grows and develops. If the same goals are presented every year, then the team and the family need to question if the goals are appropriate for the child.
- Include academic and non-academic goals (if needed). These goals are based on the needs defined in the narrative (evaluation report) of the IEP.

- Prioritize the number of goals (maximum of five is recommended). Having too many goals creates a hardship for the IEP team and often goals are not addressed adequately.
- Build upon the child's academic and non-academic strengths.
- Extended school year (ESY, or summer school) eligibility should be discussed at every IEP meeting.
- If an augmentative communication device is provided at school, indicate that the equipment should be available for home use as well (training should be provided for the parents).
- All of the services must be included on the IEP and individualized for the child based on their needs (e.g., speech therapy 30 minutes per week). Document who is responsible for implementing the interventions, who is responsible for progress monitoring, and the location of where the services will be delivered (e.g., in the classroom, resource room).