Evaluating the IEP Meeting



This checklist is designed to assist you in evaluating the quality of the IEP developed for your child at the IEP meeting. (Not all of these questions may apply to your child.)

		YES	NO	NOT SURE
	o I understand where my child presently functions in relation each goal and objective?			
2. A	re written goals clear and understandable?			
3. A	re written goals reasonable and realistic?			
4. C	an I answer each of the following questions for each goal:What is to be done?When will it be done?How will I know when the goal is completed?			
	oes it appear that the individual needs of my child are eflected in these goals?			
6. D	id I provide input into the development of such goals?			
7. A	re the written goals the ones I feel are most important?			
	o the teachers who will be working with my child agree with nd support the written goals?			
	Vill my child receive appropriate related services, upplementary aides and adaptations?			
	any of these services are written into the IEP, is the beginning ate and estimated duration of the services specified?			
	las a date been set to review my child's progress toward the oals?			
	lave other major agencies or persons who provide services to ny child been notified of the IEP meeting?			
С	lave I signed release forms and requested that copies of my hild's IEP be mailed to other persons or agencies that serve ny child?			
C	las some effort been made by members of the IEP team to oordinate the school plan with other outside agencies that rovide services to my child?			
n	lave professionals developed a communication plan to nake sure that instruction is coordinated and not duplicated or my child?			

	YES	NO	NOT SURE
16. Have all appropriate school placement alternatives been considered (consultation, inclusion, resource, self-contained)?			
17. Have I visited the classroom that is being recommended for my child? Or, have I made some effort to become familiar with the recommended placement?			
18. Does the recommended placement allow my child to have the greatest interaction with children in regular education classrooms?			
20. Do I agree with my child's diagnosis, evaluation and placement?			
21. Is the IEP being carried out?			
22. Has Transition Planning been addressed for my 16-year-old or older son or daughter?			

If you have answered "yes," the IEP committee has been successful in creating the most beneficial program for your child. If you have answered "no" or "not sure," you need to ask questions and further inquire to relieve your doubts in order to reach a definite "yes" answer. If you have any concerns about numbers 20 and 21, you may want to talk to administrators and teachers in charge of your child's program.