

Administrative Center • 602 Center Parkway • Yorkville, Illinois 60560 • 630-553-4382 • y115.org

IEP Checklist for Parents

Yorkville Community Unit School District greatly values our time together as we work to support your child in finding success. Below is a checklist that we believe will help you to prepare for your child's Individual Education Plan (IEP) meeting. Please feel free to use this as a guide prior to our discussions. If you have any questions, please contact your child's case manager or the building principal. This tool is an opportunity to improve the flow and functioning of IEP meetings in District 115.

efore the Meeting:
Know who your case manager's name, email and phone number.
Create a list of priorities based on concerns or celebrations (any conducted by the team and possible outside roviders).
Review any evaluation results and present levels of performance provided prior to the meeting.
Provide copies of any private professional notes, summaries or evaluation write-ups that you feel would be elpful to the team several days ahead of the meeting so that all team members have the same information outside reports, etc.).
Make a list of your child's strengths and areas of need.
Make a list of questions regarding the related services you believe your child needs and provide this list to ne team prior to the meeting. (ie. Assistive technology, Transportation, Speech, etc.).
Prepare your child if he/she will be attending the IEP meeting (child's role and format of the meeting). ontact your child's case manager for greater support in this process, if needed.
Review the IEP goals when they are sent home (One week prior to the IEP meeting). Contact your child's case nanager with any questions or concerns prior to the meeting.
Review the names of all team members requested to be present at the meeting, per the invite. Please ontact the case manager if an additional staff member is needed to be present.

During the Meeting:

You may b	e asked to sign the IEP as a means of identifying your attendance at the meeting. Parents are part
of the IEP team a	and signature does not mean agreement.
At the begineed.	inning of the meeting share your concerns, areas of needs, your child's strengths, and areas of
Ask the tea	am to review the outside reports.
Make sure	the team stops periodically to review notes.
Share the I	list of celebrations identified.
You are pa	ort of the team, so please feel comfortable asking questions and sharing information.
As a group	, the team will discuss and determine your child's goals.
	o, the team will discuss and determine the necessary supports, accommodations, and/or our child needs in order to achieve the established goals.
	e in conversations regarding how much time your child will spend in the general education setting education setting.
	e minutes/notes from the meeting. Notes are read during the meeting providing a summary of the efore the conclusion.
	neeting runs long, and you have other commitments, share your need to reschedule in order to to finish the IEP meeting. If another meeting date is needed, it should be scheduled prior to neeting.
	owed to disagree with the rest of the team. Each party should identify why they have the opinion t should be reflected. Ideally, all parties can be heard.

After the Meeting: _____ Review your child's IEP and notes. Contact your child's case manager with any questions or concerns. _____ IEP goals addressed both at home and at school, are more likely to be achieved. Develop a clear understanding of your child's goals and benchmarks. _____ Contact your child's case manager throughout the year to discuss any celebrations or concerns regarding your child's IEP. _____ Go back to your concerns and celebrations list. Were all of the areas and concerns addressed? _____ Find out how the school reports IEP goal progress (the data behind the ratings).

____ As a parent, you should leave with a copy of the IEP