

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.

Before 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 providers).

___ 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 helpful 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 the 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). Contact 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 manager 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 contact the case manager if an additional staff member is needed to be present.

During the Meeting:

___ You may be asked to sign the IEP as a means of identifying your attendance at the meeting. Parents are part of the IEP team and signature does not mean agreement.

___ At the beginning of the meeting share your concerns, areas of needs, your child's strengths, and areas of need.

___ Ask the team to review the outside reports.

___ Make sure the team stops periodically to review notes.

___ Share the list of celebrations identified.

___ You are part 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.

___ As a group, the team will discuss and determine the necessary supports, accommodations, and/or modifications your child needs in order to achieve the established goals.

___ Participate in conversations regarding how much time your child will spend in the general education setting and the special education setting.

___ Review the minutes/notes from the meeting. Notes are read during the meeting providing a summary of the IEP discussion before the conclusion.

___ If the IEP meeting runs long, and you have other commitments, share your need to reschedule in order to have more time to finish the IEP meeting. If another meeting date is needed, it should be scheduled prior to adjourning the meeting.

___ You are allowed to disagree with the rest of the team. Each party should identify why they have the opinion they do and that 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