

IEP Meeting Checklist

A student's Individualized Education Program (IEP) is a legal document that outlines the student's needs and the special education services they are entitled to receive. An IEP team creates the IEP and updates it every year at an annual meeting. Below are some questions you may want to consider before, during and after an IEP meeting.

Required Team Members

- Was the parent/foster parent invited?
Make sure the parent's concerns are documented in the IEP.
- Are all the student's teachers and special education service providers at the meeting?
- If someone is not there, did they submit a written report on the child's progress?
- Is someone present who can discuss the results of any new testing?

Classification & Evaluations

- Are the student's evaluations current?
- Should the student be assessed in other areas?
 - If the student needs new or additional evaluations, have the parent write a letter at the meeting requesting these evaluations.*
- Does the classification accurately represent the student's needs?
Remember, students may meet criteria for multiple classifications, but they can only have one.

Annual Goals

- Is the student making progress toward their IEP goals?
Ask for concrete, documented examples of progress.
- How is/ will the student's progress be monitored?
- What evidence-based strategies or curriculum do the teachers use to address the student's education needs? What evidence-based services are available?
- What promotion criteria does the student have (grades K-8 only)?
- Will the student take state exams or participate in alternate assessment?
- What can be done at home or in the community to further support the student?

Recommended Program

- Is the current classroom setting appropriate for the student?
- Does the level of support the student needs vary depending on the class or subject?
- Should the student be in a more restrictive environment? Less restrictive?

Special Education Continuum of Services

Settings in Community Schools			Specialized Settings		
General Education with Supports and Services	Integrated Co-Teaching (ICT) Class	Special Class (i.e., 12:1, 12:1+1, 15:1)	District 75 (i.e., 12:1+1, 8:1+1, 6:1+1, 12:1+4)	Non-public day programs, including day treatments	Residential programs

Settings become more restrictive as you move from left to right. Don't forget about District 75 inclusion, the ASD NEST/Horizon programs, ACES, and other specialized settings.

Related Services

- Is the student mandated for related services (i.e., speech, counseling, OT)?
- Are the services push-in or pull-out, and is this model appropriate for the student?
- Are the related services helping the student make progress?
- Are there other services that the student needs?
Consider adding services like a paraprofessional or Special Education Teacher Support Services (SETSS) or changing the group size or frequency of services if the student needs more support.
- Is the student currently getting all the services on their IEP?
If the student cannot receive all their services in school, ask the school for an RSA or P-4 letter.

Transportation

- Might the student need a school bus to travel to and from school?
Make sure the special education transportation box is checked on the IEP.
- Does the student need any specialized transportation services (such as limited travel time, a mini-bus, a wheelchair lift, etc.)?
Make sure the student's doctor completes any required forms.

Behavior

- Does the student have behavioral challenges that impact their ability to learn?
- If so, has a Functional Behavioral Assessment (FBA) been completed for the child?
- Does the student have a Behavior Intervention Plan (BIP)?
- If so, is it being implemented? Should it be modified?

Transition Plans (for students 14 years of age and older)

- Is there a transition plan in place for the student?
- What are the student's post-secondary and employment goals?
Make sure the transition plan accurately reflects the student's goals, skills, and needs.
- Will the student receive a Regents diploma, Local diploma, CDOS or SACC?
- Is the school helping with referrals to agencies like OPWDD or ACCESS-VR?
- What needs to be done so adult services are in place before the student leaves high school?

Documentation

- Did you get copies of all the evaluations and reports written for the meeting?
*Try to get copies of these reports **before** the meeting whenever possible.*
- Did you get a copy of the attendance sheet?
Make sure to get contact information for the District Representative (the person who led the meeting), as well as any other relevant team members.
- Did you get a copy of the IEP?
Schools must give parents a draft of the recommended programs and services page at the end of the meeting. Ask the team to send you and the parent the finalized IEP. Follow up after one and two weeks if you don't get it. Request a translated IEP if the parent prefers a language other than English.

