

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. The school district's Committee on Special Education (CSE) creates the IEP and updates it every year at an annual review 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 discussed at the meeting and reflected 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

In-District School Settings			Out-of-District Settings		
General Education With Supports and Services (e.g., Resource Room, Consultant Teacher, Aides)	Integrated Co-Teaching (ICT) Class	Special Class (i.e., 15:1:1 12:1:1; 8:1:1; 6:1:1; and 12:1:3)	Non-public day programs, including BOCES, day schools and day treatment	Residential programs	Home or Hospital Instruction

*Settings become more restrictive as you move from left to right.
Students may receive a combination of services throughout the school*

Related Services

- ☐ Is the student mandated for related services (i.e., speech, counseling, OT, PT)?
- ☐ 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 the value group versus individual services and the frequency of service, if the student needs more support. Explore adding services like a paraprofessional (1:1 Aide); consultant special education teacher or resource room; or related services consultations with classroom teachers. Explore areas of need such as auditory processing, sensory integration, mobility, visual and hearing services.
- ☐ Is the student currently getting all the services outlined on their IEP?

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, 1:1 aide support to address behavioral needs, etc.)?
If requested by the school district, make sure the student's medical provider 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?
- ☐ Has the student received an appropriate vocational assessment(s)?
- ☐ What are the student's post-secondary and employment goals?
Make sure the transition plan accurately reflects the student's preferences, goals, skills, and needs. Request a separate individualized transition plan to accompany the IEP.
- ☐ Will the student receive a Regents diploma, Local diploma, Career Development Occupational Students (CDOS) or Skills and Achievement Commencement (SACC) credentials?
- ☐ Is the school facilitating referrals to agencies like OPWDD, OMH or ACCES-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 CSE Chair (the person who led the meeting) and the school personnel responsible for arranging school placement and services, as well as any other relevant team members.
- ☐ Did you get a copy of the IEP?
Schools must discuss the content of the IEP and recommended programs and services at the CSE meeting and send a copy of the IEP to the parent afterwards. Request a copy of the draft at the end of the meeting, if available, and ask the CSE 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.

