

Creating the IEP

| √ | Task | Action |
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| Pre-Meeting | | |
| | Receive an invitation to attend an upcoming IEP meeting. | Sign the form and return the invitation to the contact person. |
| | Consider how you want to approach the meeting. Do you want an IEP draft in advance? | Inform the contact person about your pre-meeting preferences. |
| | Would you like anyone outside of the regular team to attend the meeting with you? | If so, let the contact person know in advance who will accompany you. |
| Meeting | | |
| | Each section is reviewed with time for discussion. | If not, ask to slow the pace or to reschedule when the team has time to review the entire IEP. |
| | Make certain the Profile contains three elements: <ul style="list-style-type: none"> • child's strengths and interests • background information supported by data • need for special education explained | No action required if Profile is complete. |
| | Parent's input is included in Future Plans. | No action required if parent's input is included. |
| | Goals are individualized to the child and are precise. | If you don't understand how a goal will be implemented, ask for an explanation. |
| | Look for precision and lack of ambiguity in these areas: <ul style="list-style-type: none"> • related service descriptions • accommodations • modifications | Keep the discussion going until the three areas are acceptable. |
| | You and the remainder of the team disagree on services and cannot reach an agreement. | End the meeting without agreeing to the implementation of the new IEP and ask the administrator for a Prior Written Notice. |
| | Participants indicate that they attended the meeting. | Sign the Participants page. |
| | You agree to accept the new IEP. | Sign the section indicating acceptance. |

Implementing the IEP

| √ | Task | Action |
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| | The current IEP is less than one year old. | Any IEP 366 days or older is noncompliant. Immediately ask for a new, compliant IEP. |
| | You receive progress reports for <i>each</i> goal on your child's IEP every time report cards or interim reports are issued. | If not, request progress reports immediately. |
| | Your child met one of his goals before the end of the IEP year. | Ask the team to reconvene to create a new goal. |
| | Your child is regressing on one or more of his goals for two consecutive grading periods. | Gather the team to consider changing the goals or the supports for meeting the goals. |
| | The child's behavior or social skills changed since the IEP was created. | Meet with the team to amend the IEP to reflect the changes. |
| | You get a call from the teacher to inform you of your child's negative behaviors. | Listen, acknowledge, and use the opportunity to clarify that your child is receiving all accommodations on his IEP to make sure behavior isn't a result of noncompliance. |
| | IEP services are not provided as you understood they should be. | First meet with the service provider. If not resolved, meet with the team. |
| | You and the IEP team could not resolve your child's noncompliant IEP. | Contact your state's department of education to learn how to file a complaint for noncompliance. |