

IEP Checklist

Get ready early, actively
participate and stay informed
throughout the year!



STEP

1

Before The Meeting:

GET INVOLVED! REVIEW!

Developing an effective and appropriate Individualized Education Program (IEP) for your child is essential to your child's success. While IEPs typically cover a 12-month period, they help to create the foundation for your child's future. Think of the adult your child will become. When planning, think well beyond just one year. Get ready early, actively participate and stay connected throughout the year.

The Individuals with Disabilities Education Improvement Act (IDEA 2004) requires schools to give parents of students with disabilities adequate notice to participate in the IEP meeting. This notice is called *Meeting Notice Committee on Special Education (CSE) or Meeting Notice Committee on Preschool Special Education (CPSE)*. In New York State, parents must receive a written meeting notice at least five days in advance of each IEP review meeting. This meeting notice must be provided even in situations when the parent has requested the review.

Carefully review the invitation/notice and consider the following:

- Is the purpose of the meeting clearly stated?
- Was my child invited to the meeting? Is my child 15?
*Transition planning {for "life after high school"} must begin with the first IEP to be in effect when the student turns age 15 (and at a younger age, if determined appropriate) and updated annually. §200.4(d)(2)(ix) If the purpose of a CSE meeting includes consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the **school district invites the student**. If the student does not attend, the district takes steps to ensure that the student's preferences and interests are considered. §200.4(d)(4)(i)(c)*
- Who else is invited? What are their roles in the meeting? Is there someone else you would like to be invited?
- Are there team members who should be included on the invite but aren't?
- Is the Date/Time/Location convenient for your schedule?



STAY
CONNECTED

RESPOND! After reviewing the Meeting Notice/Invitation include in writing any of the following that apply:

- Request for alternative meeting date or time, if necessary.
- Request to change the way in which you will participate in your child's meeting.
(Example: A change from in person participation to remote or by phone participation or a change from remote or by phone participation to attending in-person.)
- A list of who you are inviting or intend to have join the meeting. Consider inviting a friend, relative, outside professional or therapist, or anyone who has expertise about your child. A request for a Parent Member of the CPSE/CSE to attend a meeting must be submitted a minimum of 72 hours prior to the meeting date.
- A list of concerns or issues that you wish to discuss; this is your agenda.
- If you haven't received them already, request copies of any recent evaluations, data/progress toward current annual goals, proposed IEP draft, well in advance of the meeting as well as a current copy of your child's IEP (if needed).
- Your approval or disapproval of any team member excusal request.



ORGANIZE! After receiving your Meeting Notice/Invitation to your child's IEP meeting, organize your records/files. If you are missing any important documents, ask your child's school for a copy.

Your child's records/files should include (as appropriate for your child):

- Current and past IEPs and Report cards;
- Progress reports on academics and IEP goals;
- Work samples and Evaluation/assessment results;
- Notes/email/phone call logs of communication about your child;
- Functional Behavior Assessments (FBA)/Behavior Intervention Plans (BIP);
- Other documents, such as Person-Centered Plan, tutor reports, behavior logs / reports, discipline referrals, medical records, therapy/ treatment reports, RtI supports, specific information provided by you as the parent, etc.



YOU ARE THE EXPERT!

PREPARE! As you prepare for the IEP meeting, review your child's records/files and consider the following:

1. What has been accomplished?
2. What has worked well?
3. What needs more work?
4. What are my concerns? What are my child's concerns?

Resources

A Parent's Guide: Special Education in New York State

<https://www.p12.nysed.gov/specialed/publications/policy/parentsguide.pdf>

NYSED Procedural Safeguards Notice

<https://www.p12.nysed.gov/specialed/nyssd/documents/NYSEDProceduralSafeguardsNoticeJuly2017v2.pdf>

Averill Park CSD Special Education and Support Services

<https://averillpark.k12.ny.us/services/special-education-and-support-services>

- Write down and prioritize a list of any questions, concerns or requests that you have.
- Create a vision statement. Consider your and your child's hopes and dreams for the future.
- Make copies or ask the school to make copies of your agenda (those topics or issues that you want to discuss and address).
- Gather supporting documents such as private evaluations, therapist notes, research-based fact sheets, records of past trials, etc.
- Prepare your child to participate in the meeting, if they are attending.
- Ask your child about how things are going. Is there something about school that your child wants to discuss at the IEP meeting?
- Consider bringing pictures or a short video of your child to the meeting. Give or send a reminder to anyone you have invited to the meeting.
- Ask the teacher(s) about your child's progress and any specific concerns or ideas they have for the upcoming year.

STEP

2

The IEP Meeting

PARTICIPATE! It is important for every member of the IEP Team, including you as an equal partner, to be prepared to work together. The Team must consider and use a wide variety of data and other information, including the information you share, to create an IEP that is appropriate for your child.

The following steps will help you to effectively participate in the IEP meeting:

- Remember to have your notes, records, and any other information you need for the meeting.
- Connect with any person(s) that you invited before entering meeting.
- Request introductions, if necessary, and clarify everyone's role at the meeting.
- Ask who is responsible for taking the meeting notes.
- Provide any parent input and concerns in advance to your child's teacher.
- Share your ideas, opinions and feelings throughout the meeting.
- Listen carefully. If something is not clear, ask questions before moving forward.
- Request a brief break if you need one.

Remember that YOU are the expert on your child!

Before the meeting ends:

- Review your meeting notes for accuracy.
- Check to see if the items on your agenda and your concerns have been addressed.
- Confirm your understanding of the decisions made during the meeting, next steps (if any), and who is responsible for what follow-up activity/next steps.
- If you disagree with any part of the IEP development process, state your concern(s) in writing on the IEP document.
- Thank team members for their participation, efforts and ideas for your child.



After the IEP Meeting

FOLLOW UP! Congratulations, you have completed an important step in your child's education. This is a great time to reflect on your IEP meeting experience and to make some notes about how to improve this process for the next meeting.

- Write notes of clarification to address any concerns, questions, overlooked areas, etc., if needed.
- If there is disagreement with a meeting outcome or questions about decisions made in the meeting, parents and school districts are encouraged to work cooperatively to resolve disagreements through non-adversarial means whenever possible. For example, families may contact their CPSE/CSE Chairperson or Director of Special Education to discuss the disagreement or ask questions about the decisions made in the meeting.
- Schedule another CSE/IEP meeting if there is an unresolved issue.
- Once received, immediately review your child's finalized/approved IEP. Ensure that the wording throughout the IEP is clear and specific enough to be understood by anyone -- even if they were not at the meeting!
- When appropriate, review the IEP with your child and discuss expectations. Monitor successes and concerns throughout the year and inform the team when necessary.
- Consider sharing a copy of the IEP with other professionals working with your child.

Did you know?



Parents and school districts are encouraged to work cooperatively to resolve disagreements through non-adversarial means whenever possible.

If a concern or disagreement about the identification, evaluation, educational placement of, or the provision of a free appropriate public education (FAPE) to a student with a disability (or a student suspected of having a disability) reaches an impasse, the following three distinct options for special education dispute resolution are available:

- Mediation;
- State Complaint; and
- Due Process Hearing (*also known as an impartial hearing*).

<http://www.nysed.gov/special-education/dispute-resolution-options>

REMEMBER...

The end of the IEP meeting is the beginning of an appropriate education for your child.



Stay informed and knowledgeable throughout the year:

- Monitor your child's education to ensure proper implementation of the IEP and to ensure that your child is making adequate progress.
- Communicate with your child's teachers and others. Share successes and address any issues as they arise.
- Make time to review the IEP periodically and request an IEP meeting to discuss changes if needed.
- Review the IEP frequently in order to check progress. Review your child's periodic reports on progress toward meeting their annual goals. (Report frequency should be indicated on the IEP.)
- Ensure ALL of your child's teachers and support staff have a copy of the current IEP at the beginning of each school year. Equally, be sure everyone on your child's team is aware of any mid year changes to the IEP.
- Parents and families seeking special education related information, support, and resources may contact the Early Childhood Family and Community Engagement (FACE) Center (birth to age 5) or the School Age Family and Community Engagement (FACE) Center (age 5 to 21) for assistance. The FACE Centers promote meaningful family engagement in the educational system by assisting families and others in the community to:
 - understand the educational rights of students with disabilities;
 - build positive and collaborative relationships with school teams; and
 - prepare for CSE/IEP meetings.

Early Childhood FACE Center
eburns@measinc.com
518-427-9840 ext.217

School Age FACE Center
schoolageface@wildwoodprograms.org
518-640-3320

STAY INFORMED

AVERILL PARK CSD Special Education and Support Services

Families are encouraged to contact this office with any questions that are not readily answered by this website. You may call the office between 8:00 AM and 4:00 PM Monday through Friday.

CSE Office

333 NY 351
Attention: CSE Office
Averill Park, NY 12018
Phone: 518-674-7044
Fax: 518-674-3266

Camille Harrelson Director of Special Education and Student Supports

**Elizabeth Malone
Assistant Director of
Special Education and
Grade 6-12 Chairperson**

**Jane Kaarstad
CSE Secretary**

**Linda Hastings
CSE Secretary**

**Tracy Hacker
Chairperson (K-5)**

Preschool CPSE Office
146 Gettle Rd Station #1
Averill Park, New York 12018
Phone: 518-674-7068
Fax: 518-674-3802

**Karie Mancino
Preschool Secretary**

[https://averillpark.k12.ny.us/
services/special-education-
and-support-services](https://averillpark.k12.ny.us/services/special-education-and-support-services)