

# Before, During, and After the IEP Meeting

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## BEFORE THE IEP MEETING

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### ***Communicate With Your Child To:***

- check on their preferences, perceptions, needs, concerns, issues, or desires
- discuss the purpose of the meeting with your child
- discuss your child's participation, if appropriate in the IEP meeting and
- determine what your child wants to share with the team, and how you can help your child to participate.

### ***Communicate With Your Child's School To:***

- establish your child's current performance and achievement
- schedule any testing or data collection if necessary
- clarify information contained in recent evaluations, obtain answers to puzzling questions and understand the connections between assessment information and instruction, and
- you may notify the school of any individuals you are planning to invite to the meeting, any agenda items you want addressed, and ask what the school staff plans to discuss.

### ***Gather and Compile:***

- recent and all other relevant evaluations pertinent to this year's issues,
- your child's current IEPs, and evaluate the extent of progress toward identified goals and objectives, or benchmarks if appropriate you feel your child has made,
- the progress reports or report cards you have,
- copies of any other important school records,
- a list of your concerns, issues, questions, and ideas,
- documentation to support your request for any new services,

- all correspondence and electronic and phone communication notes with school personnel and outside professionals,
- statements from you child regarding their concerns, questions, issues, goals and possible solutions to challenges you have identified.

### ***Invite:***

- appropriate professionals who know the child and have information and insights to share with the team concerning any of the issues or areas of concern,
- a friend for moral support,
- other outside professionals serving your child, and
- an advocate, if needed.

## DURING THE IEP MEETING

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### ***Make Sure You Have:***

- a translator if you need one,
- been offered a copy of the parental rights,
- been given written advance notice of the reason for the meeting.

### ***Be a Constructive and Collaborative Informed Member of the IEP Team by:***

- being a good listener as well as a contributor,
- requesting explanations of any information or terms that you do not understand,
- sharing your extensive knowledge of your child;
- working with the rest of the team to develop an appropriate IEP that utilizes your child's strengths to meet their needs in the least restrictive environment.

### ***Discuss With All Other Team Members:***

- your child's strengths, needs, and current levels of performance,



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- what your child’s progress has been in meeting the goals and objectives of the IEP that is being reviewed or revised,
  - accommodations and modifications needed for your child to benefit from instruction in the general classroom or other instructional setting,
  - what portion of the program, if any, needs to be in a setting other than the general curriculum regardless of instructional setting,
  - your child’s access to school-sponsored extracurricular activities and community based recreation,
  - your child’s level of participation in statewide and district assessments and accommodations needed,
  - when and how you and staff members will communicate with your child about their progress,
  - how all staff members providing services to your child will have access to the IEP,
  - the tasks for which individual members of the team are responsible (including you and your child),
  - when the IEP team will reconvene if additional time is needed,
  - whether there is a need for an Assistive Technology Evaluation,
  - whether there is a need for Extended School Year Services,
  - whether there is a need for Behavioral Interventions,
  - where there is a Communication need,
  - whether your child is of appropriate age to begin formally planning for transition to the adult world.
- request written notice that details what the school is proposing or refusing to do, why, and what information it used to reach the decision,
  - request mediation or due process.

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## AFTER THE IEP MEETING

- review the IEP received from the school for accuracy, and
- follow through on all home activities that will support school efforts and tasks that you, as a team member, have agreed to undertake.

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## APEC IS HERE TO HELP

APEC’s AL PTI provides free training, information, and consultation to families schools, and communities. Visit our training calendar for more information about learning opportunities at [www.alabamaparentcenter.com](http://www.alabamaparentcenter.com). The contents of this tipsheet were adapted from the parent work group. The contents of this publication were developed in part under a grant from the US Department of Education, #H328M150012. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.



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## YOUR OPINION IS IMPORTANT

Thank you for using our tipsheet, please tell us what you think at:

<https://www.surveymonkey.com/r/ALPTI>

### ***If Agreement Has Not Been Reached:***

- check to make sure the written prior notice section of the meeting paperwork has been discussed by the team and filled in; and
- ask questions that you need to so that you understand why an agreement was not reached,



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