



# Plan Ahead for Academic Success Using the IEP Meeting Checklist

This checklist can be used as you plan for your child's annual Individualized Education Program (IEP) meeting and at the meeting itself. Check off the box when you know the answer to the question. Please note that there are definitions of several terms on the last page of this handout.

## Before the IEP meeting

Before your child's annual IEP meeting, you may want to ask yourself the following questions. If you do not have the information you need, you can ask your child's IEP case manager before the meeting.

- Look at the meeting notice:
  - Has the school invited a regular education teacher who understands the academic curriculum for my child's grade level in reading and math?
  - If this IEP timeframe will cover more than one grade, is someone invited who will know about the academic curriculum for next year?
- What information has the school shared with me about:
  - My child's level of academic achievement (the level at which my child performs right now) on state and district-wide assessments?
- What has my child achieved on his or her current IEP goals and objectives? What have the IEP progress reports told me this year? What have regular education report cards told me this year?
  - Has my child participated in the general education curriculum? Are the grades satisfactory?
  - Has my child successfully participated in the regular education classroom?
- What supplementary aids and services does my child currently use successfully to participate:
  - In the general education curriculum?
  - In the regular education classroom?
  - In the special education classroom?
- As my child moves toward graduation, what academic skills do I think my he or she still needs to master?

## At the IEP meeting

At the IEP meeting you may want to ask the IEP team:

- Is there a regular education teacher here today who understands both my child's academic performance and state academic content standards?
- What are my child's present levels of academic performance (where is my child at right now)? How do my child's levels compare with those of his or her classmates?
- What goals and/or objectives on my child's IEP will address:
  - Participation in the general curriculum and state academic content standards for this grade?
  - Participation in the regular education classroom?

- Does the least restrictive environment statement explain why and to what extent full participation in the regular education classroom is or is not possible?
- If appropriate, what instructional services will my child receive to build skills to:
  - Learn and participate in the general education curriculum?
  - Be proficient on state academic content standards?
- What supplementary aids and services does my child need to participate:
  - In the general education curriculum?
  - In the regular education classroom?
- What state and district-wide assessments will my child participate in?
  - What accommodations does my child need?
  - Are any modifications appropriate?
- As my child moves toward graduation:
  - Are there IEP goals for academic skills my child still needs to master?
  - Where does my child stand on graduation requirements?

## Definitions

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These definitions may be helpful as you use the checklist:

**Academic achievement standards:** the level of proficiency (or ability) students demonstrate about what they know and are able to do in the areas of reading, math and science. In Minnesota, most students take the Minnesota Comprehensive Assessment (MCA) to see if the school is helping students become proficient on the state academic content standards in these areas. There are four levels of proficiency: exceeds standards, meets standards, partially meets standards, and does not meet standards.

**Academic content standards:** the grade-level expectations for all students. These are statements adopted by the state that describe what all public school students in a particular grade are expected to know and be able to do by the end of the grade. Minnesota standards are set for language arts (including reading), math, science, social studies and English language proficiency. These are sometimes called “grade-level content standards.”

**Accommodation:** a change in class work or testing conditions to help students with disabilities have access to learning and be able to demonstrate their knowledge without lowering or changing the standard or level of the class work or of a test. Accommodations reduce or eliminate the effect of the disability.

**General education curriculum:** the curriculum that the school uses to teach students in the school district, both students who have disabilities and those who do not. This includes lessons, materials and activities routinely used by the general population of students in the school and is aligned with state grade-level academic content standards. The curriculum used in your child’s classroom prepares your child to meet the standards.

**Least restrictive environment (LRE):** an educational setting that provides an appropriate program, including any necessary special supports, in as typical a school environment as possible based on the needs of the student with a disability. The assumption is that students with disabilities will have full participation with non-disabled students in the regular classrooms and other activities unless the IEP team determines this is not appropriate based on the needs of the student.

**Modification:** a change in class work or testing conditions that lowers or changes the level of difficulty or focus of class work or of a test. The expectation is modified or changed.

**Present Levels of Academic and Functional Performance (PLAAFP):** a statement that describes the level at which a student is working academically and functionally. The statement also explains how the student’s disability affects participation in the general education curriculum.

**Supplementary aids and services:** any aids, services or other supports that are provided in regular education classes or other education-related settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate. Examples include paraprofessional services, large print textbooks, a sign language interpreter, and extra time to complete a project.