Chicago Public Schools | OFFICE FOR STUDENTS WITH DISABILITIES

Parent/Guardian IEP Checklist



Get involved! Here are some helpful ways to participate in your child's IEP, stay informed about their progress, and support your child's success.

MAKE SURE ALL REQUIRED IEP TEAM MEMBERS ARE PRESENT

- ☐ Parents/Guardians
- ☐ Student (as appropriate)
- ☐ General Education Teacher(s)
- ☐ Special Education Teacher(s)
- ☐ Case Manager
- ☐ Special Education Coordinator
- ☐ Related Service Provider(s)
- ☐ Translator (as appropriate)
- ☐ Other

CLARIFY THE PURPOSE OF THE MEETING AND THE AGENDA FOR THE DISCUSSION

- ☐ Ask for your topics/concerns to be added if not on the agenda.
- ☐ Follow agenda provided by school. Make notes on the agenda where you want to be sure to provide input.
- ☐ If there is no written agenda, request the school provide an overview of the agenda and make notes---what will be discussed and in what order.
- ☐ Make sure required members are present or school has followed excusal procedures.

INQUIRE ABOUT THE GROUND RULES OR COMMUNICATION EXPECTATIONS FOR THE MEETING

- ☐ If no discussion guidelines or ground rules are identified, inquire about ways that ARD participants should behave and what is expected during the discussion.

ENSURE THAT YOU ARE ABLE TO FOLLOW THE IEP PAPERWORK AS IT IS COMPLETED

- ☐ Make sure documents are made available to you so you can follow the discussion effectively, e.g., drafts, projection of information on room wall, copies of reports being discussed.

USE EFFECTIVE COMMUNICATION SKILLS

- ☐ Listen to what others have to say with the intent to understand their view.
- ☐ Ask questions to get more information.
- ☐ Repeat and restate decision ask team members if they have the same understanding.

THINK CREATIVELY ABOUT WAYS TO HANDLE DIFFERENCES DURING THE IEP

- ☐ Everyone share his "view" of the situation and explain reasons for the view.
- ☐ Consider suggesting a trial period with a designated return date to review results and data.

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THINK ABOUT IEP CONTENT THAT WILL BE REVIEWED OR CHANGED

- ☐ Review formal and informal evaluations reviewed to identify strengths, performance gaps (weaknesses), present levels of performance and needs.
- ☐ Discuss how your child's disability impacts him academically and socially (including behavior) in the school setting.
- ☐ Ask if the goals are written as standard-based IEP Goals
- ☐ Identify support and services, accommodations and modifications your child needs to receive educational benefit and make progress

BEFORE THE MEETING IS ADJOURNED

- ☐ Ask for a summary of commitments / due dates made by team members including the parent.
- ☐ Ask how you will receive your copy and who to contact if you have questions.