



Worksheet: Preparing for an IEP Meeting

Your child's IEP is a very important document and should be specific to your child's needs. It outlines your child's educational needs and the services your child has the right to receive. Use this guide to figure out some areas where your child has made improvements and where they may need more support.

Fill this in before the IEP meeting and bring it with you. Keep in mind that all of the sections may not apply. The IEP team may not add all of your suggestions to your child's IEP, but it is still very important that you share your thoughts.

For more details about your rights in the special education process, see AFC's Guide to Special Education.

DOCUMENTS TO HELP YOU PREPARE:

I have a copy of my child's:

- Current IEP
- Last psychoeducational evaluation
- Other evaluations (school/private evaluations)
- IEP progress reports
- Report cards
- Other teacher reports
- Doctor's notes

IMPORTANT

The IEP team must consider any outside evaluations and documents that you bring with you.

WHAT SHOULD THE TEAM KNOW ABOUT YOUR CHILD?

What are your child's strengths?

In what areas does your child struggle?

Be as specific as you can. Think about what your child can do independently and what they need help from an adult to do.

ACADEMICS *(Such as reading, writing, or math)*

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-
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LIFE SKILLS *(Like dressing, travel, time management, using money, nutrition)*

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-

BEHAVIOR *(Such as completing schoolwork, getting along with others, dealing with emotions)*

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-
-

OCCUPATIONAL THERAPY (*Like sensory needs, handwriting, organization*)

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-
-

PHYSICAL THERAPY (*Like walking up and down stairs, participating in gym*)

-
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-
-

SPEECH/LANGUAGE (*Such as pronouncing sounds, writing/listening/speaking skills*)

-
-
-
-

OTHER (*Like a nurse, medical needs, transportation needs*)

-
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THINK ABOUT IT: IS MY CHILD MAKING PROGRESS?

What progress did you see in the last year?

IMPORTANT

You can ask for new evaluations each year.

The DOE must give you a copy of evaluations before the IEP meeting if you ask for them.

What do your child's last report cards and IEP progress reports say about their progress?

Check your child's last IEP. Can your child do everything in the IEP goals?

THE NEW IEP: GOALS FOR NEXT YEAR

IEP goals say what the DOE will teach your child to do next year. They should say whether your child will do these things on their own or with adult support.

Tell the IEP team about what you wrote here and ask them to make a goal for each of the skills you listed.

What progress would you like to see next year?

What do you want your child to be able to do one year from now?

ACADEMICS *(Such as reading, writing, or math)*

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LIFE SKILLS *(Like dressing, travel, time management, using money, nutrition)*

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-
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BEHAVIOR *(Such as completing schoolwork, getting along with others, dealing with emotions)*

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THE NEW IEP: SERVICES FOR NEXT YEAR

Think about what changes to the IEP will help your child make progress next year.

These changes should be based on what your child needs and not what the school has. You may not get every change to the IEP, but it doesn't hurt to ask. If the IEP team does not make the changes you wanted, make sure they write what you asked for in the "Parent Concerns" section of the IEP.

MANAGEMENT NEEDS / CLASSROOM ACCOMMODATIONS

Classroom accommodations are small changes to how the class runs to help your child learn. Check the accommodations your child needs or propose your own:

- | | |
|---|---|
| <input type="checkbox"/> Use both oral and printed directions | <input type="checkbox"/> Provide teacher lesson notes |
| <input type="checkbox"/> Give directions in small steps | <input type="checkbox"/> Extra set of books for home |
| <input type="checkbox"/> Highlight important information | <input type="checkbox"/> Provide fewer questions on each page |
| <input type="checkbox"/> Provide additional time to complete a task | <input type="checkbox"/> Building accommodations |
| <input type="checkbox"/> Teacher checks for attention every 5 minutes | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Seat the student close to the teacher | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Other: _____ |

BEHAVIOR INTERVENTION PLAN (BIP)

If your child's behavior is getting in the way of their learning or other children's learning, the IEP team should create an individual plan for your child to teach and support positive behaviors.

- My child needs one
- My child has one that needs to be updated

For more information about BIPs, see AFC's fact sheet [Positive Interventions for Students with Disabilities](#).

PROGRAM

Think about your child's current classes. Are they the right match for your child's needs? Does your child need different class sizes for different subjects? Do they need to be taught in a language other than English or need translation and interpretation services?

My child needs:

- | | |
|--|---|
| <input type="checkbox"/> Smaller classes | <input type="checkbox"/> A classroom with more adults (paraprofessional, another teacher) |
| <input type="checkbox"/> Larger classes | <input type="checkbox"/> Instruction in another language |
| <input type="checkbox"/> More support in specific subjects | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> An extended school year (12 months) | |

RELATED SERVICES

What other services does your child need? Did the services work last year? Does your child need more? Less? The same? Does your child need a new service?

	HOW OFTEN?	HOW LONG?	I:1 OR IN A GROUP?	WHERE?
<i>SAMPLE</i>	<i>2 times per week</i>	<i>45 minutes</i>	<i>group of 3</i>	<i>Provider's office</i>
SETSS				
OT				
PT				
Speech-Language				
Counseling				
Assistive Technology				
Training for school staff in:				
Other:				
Other:				

TRANSPORTATION

If your child needs any of these accommodations, the DOE will ask for forms signed by your doctor. Have your doctor fill out these forms before the meeting and bring them with you. Forms can be found at: <https://www.schools.nyc.gov/school-life/health-and-wellness/health-services/>

My child needs:

- | | |
|---|--|
| <input type="checkbox"/> Special education bus | <input type="checkbox"/> Wheelchair accessible bus |
| <input type="checkbox"/> Mini bus with attendant | <input type="checkbox"/> Nurse on the bus |
| <input type="checkbox"/> Limited travel time (#_____ Minutes) | <input type="checkbox"/> Paraprofessional on the bus |
| <input type="checkbox"/> Air conditioning | <input type="checkbox"/> Other: _____ |

TEST ACCOMMODATIONS

Test accommodations are small changes to help your child when they take a test. They can be done for regular classroom tests, city tests, state tests, or all tests.

For examples of testing accommodations, please see: <https://www.schools.nyc.gov/special-education/supports-and-services/other-special-education-services/testing-accommodations>

THE NEW IEP: TRANSITION SERVICES

By the time your child turns 14, their IEP should include transition services. Make sure the IEP accurately reflects your child's goals, skills, and needs.

Type of diploma/credential your child is working toward:

- Advanced Regents Diploma
- Regents Diploma
- Local Diploma
- CDOS (Career Development and Occupational Studies) Commencement Credential
- SACC (Skills and Achievement Commencement Credential)

LEARN MORE

For more information about transition planning, see AFC's *Guide to Transition Services & College Planning*, our fact sheet *Applying for OPWDD*, and our fact sheet *Applying for ACCES-VR*, all available at advocatesforchildren.org/transition.

How close is your child to graduation?

How many credits has your child earned? _____ / 44

What classes do they still need to pass?

Which exams does your child need to graduate?

What help do they need to pass these?

What are your child's goals for education or employment after high school?

Has the school connected you to outside agencies (such as OPWDD or ACCES-VR) to help your child get services after high school?

THE NEW IEP: COVID COMPENSATORY SERVICES

Many students with IEPs struggled during remote and hybrid learning and need extra help to get back on track. During the 2022-2023 school year, all IEP teams must discuss if a student needs COVID Compensatory Services at their annual review. These are extra supports to help students catch up to where they would have been if they had received appropriate special education services during any period of remote or hybrid learning.

Your child's IEP team must discuss COVID Compensatory Services at your annual meeting during the 2022-2023 school year. If your child's meeting already took place and this didn't happen, ask the IEP team to meet again.

LEARN MORE

For more information about COVID Compensatory Services, check out AFC's [COVID Compensatory Services Fact Sheet](#).

Think about what compensatory services your child may need because of remote or hybrid learning. Be prepared to explain why they need the extra services and what services are needed.

My child needs the following compensatory services because of COVID:

- Extra speech therapy
- Extra occupational therapy
- Counseling
- Special Education Teacher Support Services
- Extra speech therapy
- Specialized reading instruction
- Other: _____

My child needs these services because:

-
-
-
-

Students may receive services before school, after school, on Saturdays, or remotely.

END OF THE IEP MEETING

Get a copy of the attendance sheet

Make sure to get the phone number and email address of the District Representative (the person who led the meeting) and any team members you may want to contact later.

Get a draft of the IEP

At the end of the meeting, the school must give you the part of the IEP called the “Recommended Special Education Program and Services,” even if the IEP isn’t finished.

Review the finalized IEP

Make sure the IEP matches what you discussed at the meeting. Follow up if you don’t get the finalized IEP within 2 weeks.

This Tip Sheet does not constitute legal advice. It attempts to summarize existing policies or laws without stating the opinion of Advocates for Children. If you have a legal problem, please contact an attorney or advocate.

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