



Evaluating the IEP Meeting

This checklist is designed to assist you in evaluating the quality of the IEP developed for your child at the IEP meeting. (Not all of these questions may apply to your child.)

	YES	NO	NOT SURE
1. Do I understand where my child presently functions in relation to each goal and objective?			
2. Are written goals clear and understandable?			
3. Are written goals reasonable and realistic?			
4. Can I answer each of the following questions for each goal: <ul style="list-style-type: none"> • What is to be done? • When will it be done? • How will I know when the goal is completed? 			
5. Does it appear that the individual needs of my child are reflected in these goals?			
6. Did I provide input into the development of such goals?			
7. Are the written goals the ones I feel are most important?			
8. Do the teachers who will be working with my child agree with and support the written goals?			
9. Will my child receive appropriate related services, supplementary aides and adaptations?			
10. If any of these services are written into the IEP, is the beginning date and estimated duration of the services specified?			
11. Has a date been set to review my child's progress toward the goals?			
12. Have other major agencies or persons who provide services to my child been notified of the IEP meeting?			
13. Have I signed release forms and requested that copies of my child's IEP be mailed to other persons or agencies that serve my child?			
14. Has some effort been made by members of the IEP team to coordinate the school plan with other outside agencies that provide services to my child?			
15. Have professionals developed a communication plan to make sure that instruction is coordinated and not duplicated for my child?			

	YES	NO	NOT SURE
16. Have all appropriate school placement alternatives been considered (consultation, inclusion, resource, self-contained)?			
17. Have I visited the classroom that is being recommended for my child? Or, have I made some effort to become familiar with the recommended placement?			
18. Does the recommended placement allow my child to have the greatest interaction with children in regular education classrooms?			
20. Do I agree with my child's diagnosis, evaluation and placement?			
21. Is the IEP being carried out?			
22. Has Transition Planning been addressed for my 16-year-old or older son or daughter?			

If you have answered "yes," the IEP committee has been successful in creating the most beneficial program for your child. If you have answered "no" or "not sure," you need to ask questions and further inquire to relieve your doubts in order to reach a definite "yes" answer. If you have any concerns about numbers 20 and 21, you may want to talk to administrators and teachers in charge of your child's program.