

Start Strong – Be IEP Ready for Back to School

The following resources may be helpful for families reviewing their child's Individualized Education Program (IEP) before the start of the school year. There are links to resources on our webpage as well as tools to help in the review process.

For additional support, please reach out to the [parent mentor who covers your school district](#).

Individualized Education Program Key Parts

Resources on the key components of the IEP to look at when reviewing your child's IEP

[IEP Eligibility Information](#)

[Parent Input](#)

[Present Level of Academic Achievement & Functional Performance Statement](#)

[Goals & Objectives](#)

[Accommodations & Modifications](#)

[Special Education & Related Services](#)

[Transportation](#)

[Extended School Year \(ESY\)](#)

[Least Restrictive Environment \(LRE\) & Placement](#)

[Transition IEP \(16+\)](#)

Toolkit for Reviewing Your Child's IEP

On the next several pages are tools that families can use to review their child's Individualized Education Program (IEP) based on information and strategies presented in the webinar. The tools include an IEP Year-At-a-Glance Top Priority Timeline worksheet, IEP-Year-At-a-Glance Monthly Calendar worksheet, and Questions to Think About worksheet for families as they are reviewing the different key sections of their child's IEP.

IEP Year-At-a-Glance Timeline Worksheet

My top priorities each month to support my child's IEP

August	September	October
November	December	January
February	March	April
May	June	July

IEP Year-At-a-Glance Calendar Worksheet

Monthly planning for my child's new school year with an IEP

Month:

Year:

MON	TUE	WED	THU	FRI	SAT/SUN
Goals:			Notes:		
1.					
2.					
3.					

IEP Review Question Prompts for Key Sections

The following questions can help you to look critically at your child's IEP.

Eligibility

- Do I agree with this eligibility label?
- Does it reflect my child's diagnosis?
- Were all areas of need evaluated?
- Has anything changed since the last review?

Parent Input

- What strengths do I want to highlight?
- What concerns do I need to share?
- What has worked well in supporting my child?
- What supports would help at home and at school?
- What are my top three priorities for my child this year?

Present Level of Academic Achievement and Functional Performance (PLAAFP)

- Does this describe my child's current abilities and needs?
- Are strengths clearly described?
- Are all areas of need addressed? What's missing?
- Is there recent data or testing included?
- Is there data or input from home included?
- Do school and home experiences match?

Goals & Objectives

- Is this goal SMART (specific, measurable, appropriately ambitious, relevant, and timely)?
- How will I know if progress is made?
- Does this goal reflect my child's current needs?

Accommodations and Modifications

- When are the supports being used?
- Are these appropriate to help my child succeed?
- Is anything missing from this list based on needs in the PLAAFP?

Special Factors

- Does my child need support for behavior?
- Is there a plan for communication needs?
- Are language or cultural needs considered?
- Are any assistive technology supports listed?

Programs and Services

- Are services matched to my child's needs listed in the PLAAFP?
- Are service minutes enough for my child to be successful?
- Where do the services take place?
- Who is providing the service?
- What does my child's day/week look like based on service times?

Least Restrictive Environment & Placement

- Is my child included with their nondisabled peers?
- Are supports provided in the general education classroom/curriculum?
- What is the data and reasoning for this placement?
- Is this the least restrictive placement option?

Transportation

- Is specialized transportation needed for my child?
- Are there supports that can be provided on the local neighborhood bus?

Transition Planning (Age 16)

- What are my child's goals after high school?
- What skills does my child need to reach their goals after high school?
- Is my child involved in this planning?
- Are we looking at postsecondary education, employment, and/or life skills?
- Are adult agencies or other outside supports involved?