

**IEP Preparation and Family Participation Form for \_\_\_\_\_**

Where does your child go to preschool?

How many days a week?

How many hours a day?

What special education services and/or private therapies does your child receive?

assist you and your child's teacher in planning to meet the needs of your child.

Although completion of this section is not required, your input is very important in the development of your child's Individualized Education Plan (IEP). Feel free to complete

only the questions you believe apply to your child's educational needs.

**A. Present Levels of Academic Achievement and Functional Performance**

**What the IEP says:** *The strengths of the student:*

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**What IEP says:** *The concerns of the parents for enhancing the education of their child:*

**What it means:** Do you have any concerns about your child's education, safety, or needs?

**What the IEP says:** The present level of academic performance, including the student's most recent performance of State or district-wide assessments.

**What it means:** What are your child's pre-academic skills? (Pre-math concepts

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**What the IEP says:** The present level of developmental and functional performance, including the results of the initial assessment evaluation.

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**What it means:** How well does your child function in a daily living setting? (i.e. daily living skills)

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**What the IEP says:** How the student's disability affects involvement and participation in general education.

**What the IEP says:** How the student's disability affects involvement and participation in the general education curriculum.

**What it means:** Based on your child's learning style, what supports and accommodations help him or her make progress in the classroom?

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**What the IEP says:** The student's interests and abilities in relation to appropriate transition assessments.

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**What it means:** What do you want your child's teachers to know about your child's interests and abilities?

## B. Goals

Please include the top five priorities you feel are important for the school team to

consider. Some categories may include academic needs, motor needs or related to school safety, social skills, independence as it relates to daily living

and school participation.

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