IEP MEETING CHECKLIST FOR PARENTS

학부모님을 위한 IEP 회의 체크리스트

Please review this Checklist prior to starting your IEP meeting; you may wish to send a copy to your team prior tothe meeting so they can use it to prepare. As you go through your IEP meeting, check to make sure that each ofthe issues below is addressed by your team. If it is not addressed, please ask your team to discuss it. Please let the Director of Special Education know if your IEP meeting does not address each of the issues below.

IEP 회의에앞서아래의체크리스트를살펴봐주십시오. 담당자가미리준비할수있도록작성된체크리스트사본을미리 IEP 팀에전달하셔도좋습니다. IEP 회의진행시, 아래적힌모든항목을담당자가언급하고있는지확인해주십시오. 언급되지않는부분이있다면, 담당자에게논의가필요함을알려주십시오. 만약 IEP 회의에서아래의항목중언급되지않는부분이있었다면, Director of Special Education에게알려주십시오.

| place | for me. | opy of the meeting notice, in my language, in sufficient time to allow me to prepare for themeeting, and the control of the c |
|--------------------------------------|---|---|
| | | opy of evaluations and other reports, in my language, 10 days in advance of the meeting. !, 내가사용하는언어로작성된평가서및기타보고서사본을받았다. |
| provid mychi provid 회의에 | der or si ild. If a ded at tl 서는아이 | s with a complete IEP tem, including my child's general education teacher, my child's Casemanager from apervisor, someone who can interpret theevaluation results, and a district representative who has the autometer of the team is not present, I gave informed written consent for their absence in advance of them the meeting was given to me in advance. 의일반교사, 차일드스터디텀케이스매니저, 특수교사혹은슈퍼바이저, 평가결과를해석해줄사람, 그리고아이를위한서비스제공였다. 회의에참석하지못한구성원이있는경우, 이들의부재에대한사전서면동의서를제출하였으며, 보고사항은사전에전달되었다. |
| | | eeting, we talked about the following issues in the following order: 아래에적힌순서대로, 아래의사안들에대해논의했다. |
| | inform | ild's "present levels of academic and functional performance" (how my child is doing in schooland home, the reation Iprovided, etc.). "현재의학업및기능수행수준" (아이가학교와집에서어떠한지, 가장최근에실시된평가및테스결과,기타내가제공한모든정보등) |
| | | rable annual goals & objectives for my child that are tied to the general education curriculum(at least one set of 육과정과 연계하여 아이를 위해 세울 수 있는 측정 가능한 일년 목표 및 단기 목표 (아이에게 필요한 최소 한 세트 이상의 일년 목. |
| | | l education & related services that my child needs, including: 사항을포함하는, 아이가필요로하는특수교육및관련서비스: |
| | | Whether my child needs "supplementary aids and services," either directly for her, or for the teacher, or for oth successful inclusion in the class. 아이의성공적학급생활적응을도와줄수있는아이, 교사, 혹은학급내다른아이들에게제공하는 "추가적인보조와서비스" 필요여부 |
| | | Any special skills, knowledge, or professional development needed by my child's teacher,aide/paraprofessional 아이의담임교사, 보조교사/특수교육보조원, 관련서비스제공자들이개발할필요가있는기술, 지식, 혹은교사연수 |
| | | Any assistance and parent training I need to develop my ability to help my child receive a free, appropriate public education in the least restrictive environment, and to progress, such as (if appropriate): 최소제한환경에서무상으로필요한공교육을받는아이의발전을돕기위해학부모로서의내가개발해야할필요가있는모든지원과부5 |
| | | Communication: Hands-on instruction and communication tools (PECS, signs tonic boards, picture sched) |

Occupational therapy: Hands on instruction and modeling of specific fine motor, gross motor, andsensory enhance my child's independence;
 작업치료: 소근육,대근육, 그리고감각기반활동에대한구체적인실전훈련및모델링훈련으로, 아이의독립성향상을위해내가

child's frustrations associated withlimited receptive/expressive language skills and to facilitate increased 이 의사소통: 제한적인수용/표현언어기술을가진아이의심리적어려움을줄이고나와아이의의사소통증진을촉진시키는효과적

Physical therapy: Strategies I/we can use at home to help my child increase balance,

수화, Topic Boards, picture schedule)

| | | | coordination, and muscle strength; 물리치료: 아이의균형, 조정력, 그리고근력에도움이되도록내가혹은나와아이가같이집에서할수있는접근법 |
|----------------|--------|-------------|--|
| | | | Positive behavior supports: Effective teaching methods and positive behavior intervention strategies for us instruction, address difficult behaviors, and address generalization of all acquired skills. 긍정적행동지원: 우리가집에서사용할수있는효과적인교수법과긍정적행동개입전략을의미하며, 이를통해응집력있는교학습된기술의일반화를설명할수있음 |
| | | trave | ether or not my child needs related services such as speech therapy, occupational therapy, physical therapy, el training, orientation or mobility training, or other related services. 치료, 작업치료, 물리치료, 정신과혹은심리서비스, 운송, 여행훈련, 오리엔테이션혹은이동훈련등관련서비스에대한아이의 |
| | | facil | ether or not my child, who has noted social deficits associated with his/her diagnosis, needs weekly instruct litate his/her ongoing social emotional growth and ensure successful inclusion (social skills training). 과관련하여사회성부족이나타나는아이가사회성에대한정서적성장이지속적으로촉진되고성공적인사회통합을할수있도록(|
| | | | ether or not my child needs extended school year services to make sure that he/she doesn't lose knowledge 가학습한지식이나기술을잊어버리지않기위한방법으로학기연장서비스에대한필요유무 |
| | | | ether my child needs a functional behavior assessment & a positive behavior supportplan to help address hi 의문제행동설명을위한기능적행동평가및긍정적행동지원계획필요유무 |
| | | | ether my child needs to learn communication skills & strategies. 소통기술및전략에대학학습필요우무 |
| | | assis | ether my child needs assistive technology and if so, what kind and how he/she will learn how to use it, as we stive technology to do homework. 가보조공학이필요한지, 필요하다면어떤종류의보조공학으로어떻게공부할수있는지, 뿐만아니라아이가보조공학을이용하여 |
| | | | y child is age 14 or older, what courses of study my child might take to help prepare for transition to adult 가 14세이상인경우, 성인생활로의전환을대비해도움을줄수있는교육과정에는무엇이있는지 |
| | | | y child is 16 or older, what transition to adult life services my child might need to prepare for post-seconda 가 16세이상인경우,중등과정이후의교육, 기술, 취업에대비해내아이가준비해야하는성인생활전환서비스에는무엇이있는지 |
| | | such 만약(| v my child can access extra-curricular and non-academic activities open to students without disabilities before a activities within my child's home(sending) district even if my child is placed out of district. 아이가학군밖에있는학교에배정되어있을때, 아이의거주지(아이를보낼수있는)학군내장애를가지지않은아이들을대상으로 진행되는특별활동및학과외활동에어떻게접근할수있는지 |
| | other | stude | - the "least restrictive" setting in which my child's IEP can be implemented, and which gives my child the ents who do not have disabilities. |
| | | • | lacement)-아이의 IEP가실행될수있는 "최소한으로제한적인"환경을의미하며, 장애가없는다른학생들과교류할수있는적질 |
| | | | n or people who are directly responsible for implementation of each service and programin my child's IEP my child's progress. |
| | | | 하는각각의 IEP 서비스와프로그램을수행하는데직접적인책임이있는사람이나사람들, 그리고아이의향상과정을관찰하고이 |
| | | | n or people who are directly responsible to monitor my child's progress. 과정을지켜보고, 이에대한직접적인책임이있는사람이나사람들 |
| | | | be informed of my child's progress toward achieving the annual goals, and how often (atleast as often as a performance). |
| | | | performance). 성에대한아이의향상과정에대해어떻게, 그리고얼마나자주전달받을것인가 (최소일반교육을받는부모들이아이들의수행에다 |
| | tests, | and w | hild will participate in the statewide tests (the elementary grades' Assessment of Skills & Knowledge, 8th gwhat kinds of accommodations my child will need (extended time, having the questions read aloud, giving |
| | 추정투 | 본전체시 | ig a computer or calculator, etc.). 시험(초등학생을대상으로하는 Assessment of Skills & Knowledge, 8학년생을대상으로하는 GEPA, 그리고 11학년을대상으로 가필요한가(추가시간, 큰소리로문제읽어주기, 구두로정답말하기, 보다개인적이고조용한공간에서시험보기, 컴퓨터나계산: |
| I recei | | | olete copy of the PRISE (Parents Rights in Special Education) booklet, including the pagewith the list |
| about 나는 PF | | | 로 마르크 |
| | ٠. | | , |

I received a signed copy of the handwritten IEP or a summary of my child's program, services and placement. 나는서명된친필 IEP 사본이나아이가받는프로그램, 서비스및실습에대한요약문을받았다.

이양식은뉴저지주 학부모 권리 옹호 네트워크(Statewide Parent Advocacy Network), 35 Halsey Street, Newark, NJ 07102 에서개발되었습니다. Empowered Parents: Educated, Engaged, Effective!

RESOURCE INFORMATION 자원에대한정보

| My child has the following diagnosis: | | | | |
|---|--|--|--|--|
| 우리아이는다음과같은진단을받았습니다: | | | | |
| Please identify local, state, and national agencies that offer programs and assistance: 아이에게도움이되는프로그램과지원을제공하는지역사회, 주정부그리고국가기관에대한정보를알려주십시오: | | | | |
| Please identify community resources, respite and recreational programs that will help integrate our child in thelocal community. 우리아이가지역사회에잘통합되도록도와줄수있는휴식및레크리에이션프로그램에대한지역사회정보를알려주십시오. | | | | |
| Please identify support groups and upcoming workshops that will enhance our understanding of our child's currentand future strengths and needs. 현재와미래의시점에서우리아이의강점과개선점을보다잘이해할수있도록참여가능한서포트그룹이나워크숍에대해알려주십시오. | | | | |
| Please provide any additional information on resources that would be beneficial for our child and family. 아이나가족에게유익한자원이될수있는기타여러정보에대해알려주십시오. | | | | |

이양식은뉴저지주 학부모 권리 옹호 네트워크(Statewide Parent Advocacy Network), 35 Halsey Street, Newark, NJ 07102 에서개발되었습니다. Empowered Parents: Educated, Engaged, Effective!