



MEETING G.E.A.R



GUIDANCE. EDUCATION. ACTIVITIES. RESOURCES

I ADVOCATE ON BEHALF OF:



01-A	I KNOW THE CHILD'S CURRENT AREAS OF NEED	YES <input type="checkbox"/>	NO <input type="checkbox"/>
------	--	---------------------------------	--------------------------------

02-A	I KNOW THE CHILD'S CURRENT EDUCATIONAL STATUS	YES <input type="checkbox"/>	NO <input type="checkbox"/>
------	---	---------------------------------	--------------------------------

03-A	I HAVE THOROUGHLY REVIEWED NECESSARY PUBLIC DOCUMENTS PRIOR TO THE MEETING (BRING TO MEETING)	YES <input type="checkbox"/>	NO <input type="checkbox"/>
------	---	---------------------------------	--------------------------------

04-A	I HAVE THOUGHT ABOUT POTENTIAL S.M.A.R.T. GOALS FOR THE CHILD	YES <input type="checkbox"/>	NO <input type="checkbox"/>
------	---	---------------------------------	--------------------------------

05-A	I KNOW WHO WILL BE AT THE MEETING; I KNOW WHO WILL BE EXCUSED FROM THE MEETING	YES <input type="checkbox"/>	NO <input type="checkbox"/>
------	--	---------------------------------	--------------------------------

06-A	I HAVE GATHERED LETTERS FROM TEAM MEMBERS WHO ARE NOT PRESENT	YES <input type="checkbox"/>	NO <input type="checkbox"/>
------	---	---------------------------------	--------------------------------

07-A	I HAVE BUILT AND ORGANIZED MY CHILD'S FILE INTO A BINDER	YES <input type="checkbox"/>	NO <input type="checkbox"/>
------	--	---------------------------------	--------------------------------

08-A	I HAVE A REMINDER LIST	YES <input type="checkbox"/>	NO <input type="checkbox"/>
------	------------------------	---------------------------------	--------------------------------

TIP: PLACING A PHOTO OF THE CHILD AT THE FRONT OF A BINDER HELPS TEAM REMEMBER TO ADVOCATE FOR THE WHOLE CHILD



MEETING G.E.A.R



GUIDANCE. EDUCATION. ACTIVITIES. RESOURCES

I ADVOCATE ON BEHALF OF:



01-B

HIGHLIGHT AREAS OF CONCERN: READING, SPELLING, MATH, LANGUAGE, FINE MOTOR, THINKING/PROCESSING, REMEMBERING, FOLLOWING DIRECTIONS, SOLVING PROBLEMS, SOCIAL, EMOTIONAL, ATTENTION, BEHAVIOR, HANDWRITING, VISION, HEARING, PLAYGROUND, PHYSICAL EDUCATION, HOMEWORK, MISSING WORK, INCOMPLETE WORK

02-B

ATTACH CURRENT DATA, WORK SAMPLES, OR SCREENERS RELATED TO CONCERNS IN 01. WRITE AREAS OF CONCERN HERE:

03-B

IDEA LINK: [HTTPS://SITES.ED.GOV/IDEA/ABOUT-IDEA/](https://sites.ed.gov/idea/about-idea/)
FAPE LINK: [HTTPS://WWW2.ED.GOV/ABOUT/OFFICES/LIST/OCR/DOCS/EDLITE-FAPE504.HTML](https://www2.ed.gov/about/offices/list/ocr/docs/edlite-fape504.html)
STATE LAWS, DISTRICT LAWS
IEP AND 504 PLANS
EVALUATIONS

04-B

SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, TIMELY. GOALS
BRAINSTORM GOALS TO ADDRESS AREAS NOTED IN SECTION 01-B
BRING ATTACHED SMART GOAL BRAINSTORM NOTES
INFO ON SMART GOALS: [HTTPS://WWW.WRIGHTSLAW.COM/BKS/FETA2/CH12.IEPS.PDF](https://www.wrightslaw.com/bks/feta2/ch12.ieps.pdf)

05-B

- SCHOOL DISTRICT: MAIN TEACHER, SPECIAL EDUCATION TEACHER, SPEECH THERAPIST, OCCUPATIONAL THERAPIST, PHYSICAL THERAPIST, EVALUATORS, A QUALIFIED SCHOOL DISTRICT REPRESENTATIVE
- CHILD: TWO PARENTS, BABYSITTER, COACH, TUTOR, THERAPISTS, DOCTOR, NURSE, GRANDPARENTS, FAMILY ADULTS, FRIENDS OF FAMILY, VMA ADVOCATE

ARE NUMBERS EQUAL? STRENGTH IN NUMBERS APPLIES IN TEAMS

06-B

GATHER LETTERS AND COMMENTS FROM ADULTS WHO ADVOCATE FOR THE CHILD THAT WILL NOT BE PRESENT TO REPRESENT THEMSELVES IN 05.

07-B

VMA RECOMMENDS PUTTING A PHOTO IN THE COVER OR FRONT PAGE AND PLACING IT IN THE MIDDLE OF THE TABLE. INCLUDE: EVALS, WORK SAMPLES, NOTES FROM ADULTS, PAST IEPs, EMAILS WITH TEACHERS, EMAILS WITH ADMIN, NOTES ON AVAILABLE PROGRAMS AND RESOURCES, IDEA DOCUMENTS, FAPE DOCUMENTS, PLACE TO TAKE NOTES AND GATHER PHONE NUMBERS/EMAILS

08-B

EX) REMINDER READ STATEMENTS GATHERED FROM THOSE WHO CANNOT ATTEND (DOCTOR, TUTOR, BABYSITTER, THERAPIST, UNCLE, FRIEND)
EX) IF A POLICY IS MENTIONED, ASK FOR IT IN WRITING. EX) REMINDER TO ASK FOR THERAPIST CONTACT ETC