



IEP MEETING CHECKLIST

BEST PRACTICES FOR ALL IEP TEAM MEMBERS

BEFORE THE IEP MEETING:

- ☐ All team members have been contacted early enough to ensure that they will have an opportunity to attend; and the meeting has been scheduled verbally at a mutually agreed on time and place.
- ☐ Review the current IEP, such as goals, services, supplementary aids/services, modifications, and accommodations.
- ☐ Review previous evaluation data, previous progress reports, and previous work samples to compare to current data, including progress monitoring data, and information about the child.
- ☐ Conduct final evaluation of goals, and if needed, evaluate the short-term objectives or benchmarks to provide a final progress report of current IEP to assist in creating baseline data to draft the new subsequent IEP.
- ☐ Prepare input specific to your role on the IEP team, and if appropriate, email the team your input prior to the scheduled IEP meeting for their consideration.
- ☐ Ensure required team members are invited by sending an “Invitation for Meeting” form (Invite the student if the student is in the 8th grade or about to turn 15 years old. NOTE: The student must be invited but does not have to attend. The student is encouraged to attend in whole or part of the IEP meeting).
- ☐ Confirm receipt of the “Invitation for Meeting” form, parent participation, and access needs of all individuals attending the scheduled IEP meeting.
- ☐ Draft proposed updates and, if appropriate, provide them to the IEP team members prior to the scheduled IEP meeting to review the proposed draft language.

DURING THE IEP MEETING:

- ☐ Begin with student strengths and progress.
- ☐ Use clear, family-friendly language.
- ☐ Encourage parent and student participation.
- ☐ Review data before making decisions.
- ☐ Ensure goals are measurable and aligned to needs.
- ☐ Confirm supplementary aids, services, modifications, and accommodations are specific.



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- ☐ Document accurately the options discussed and considered with input from the parent and school personnel, including the final decisions clearly indicating the reasons why certain options were determined not appropriate.
- ☐ Respectful collaboration supports better outcomes for children.

LEGAL & COMPLIANCE CHECKS:

- ☐ Decisions support FAPE and Least Restrictive Environment (LRE).
- ☐ Services match identified needs.
- ☐ Placement decisions are data-based.
- ☐ Required timelines are met.
- ☐ Prior Written Notice is addressed to document the LEA's proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child; or the provision of FAPE to the child.

AFTER THE IEP MEETING:

- ☐ Provide a copy of the finalized IEP documents to parents.
- ☐ Share information with staff on a need-to-know basis.
- ☐ Implement the IEP exactly as written.
- ☐ Begin progress monitoring of goals/short-term objectives/benchmarks immediately.
- ☐ Schedule follow-up IEP meeting if needed.
- ☐ If it's written in the IEP, it must be implemented exactly as it is documented.



IF YOU HAVE MORE QUESTIONS, CALL OPC TOLL FREE AT 877-553-4332