

EFFECTIVE IEP MEETING CHECKLIST

Self-monitoring Checklist

Level of Competence	Acceptable	Needs Improvement	Level of Competence	Acceptable	Needs Improvement
BEFORE THE MEETING					
<input type="checkbox"/> Allocate approximately one hour for the meeting & inform participants of such.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Send written prior notice SP6 to meeting participants.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Check with parents to determine a convenient location, time, date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Have the following materials available: previous IEP(s), relevant data, work samples, assessment results, progress reports, parent rights brochure, special ed. forms.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Ask parents to complete the "Parent Input to IEP" form & return to me before meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Prepare a <i>draft</i> IEP.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Invite appropriate people to attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Have coffee or water available for attendees.	<input type="checkbox"/>	<input type="checkbox"/>
DURING THE MEETING					
<input type="checkbox"/> Remind participants of one-hour time allocation – address any time constraints and agree upon ending time. Monitor time during meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Review an agenda which includes:	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Offer coffee or water to attendees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1. Review student's strengths.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Introduce all participants including names and titles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2. Parent concerns for enhancing their student's education.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Describe the role of all participants – what people are expected to contribute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3. Share assessment results and current levels of performance.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Clearly state the purpose of the meeting and expected outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 4. Share results of performance on State or district-wide assessments as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/> 5. Describe student's progress on existing IEP goals/objectives.	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/> 6. Identify student's needs.	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/> 7. Brainstorm program strategies to meet student's needs.	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/> 8. Develop appropriate IEP goals/objectives.	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/> 9. Discuss placement in the LRE.	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/> 10. Explain parental rights.	<input type="checkbox"/>	<input type="checkbox"/>