

# IEP Planning Checklist

## Pre-IEP Planning Strategies

- Schedule IEP meeting by due date.
- Consider whether a pre-meeting with staff should be scheduled.
- Confirm availability of all required participants on the scheduled date.
- Complete all assessments reports and submit for internal review.
- Provide reports to Parent(s) for review prior to meeting.
- Solicit information from parent(s) regarding concerns and agenda input.
- Request copies of any private assessments Parent(s) want considered.
- Consult with providers regarding draft goals to avoid duplication of efforts.
- Gather data to establish clear baselines for each proposed goal.
- Document in writing all attempts to schedule IEP meeting.
- Arrange for Parent(s) any appropriate observations of programs to consider.

## Notice of IEP Meeting

- Identify on Notice of Meeting purpose of IEP meeting.
- Provide Notice of Meeting to parents within a reasonable time prior to the IEP meeting to allow participation.
- Identify on Notice of Meeting all IEP meeting participants by title, including:
  - Parent(s)
  - LEA Representative
  - Special Education Teacher
  - General Education Teacher
  - Person(s) Qualified to Interpret Assessment Results
  - Providers with Information Relevant to Purpose of IEP meeting
  - Other(s) with Special Expertise regarding Student
  - Student, where appropriate
- Identify on Notice of Meeting any IEP team members to be excused and enclose an excusal form for parent signature.

- Introductions
- Procedural safeguards
- Purpose of meeting
- Review ground rules
  - Communicate clearly and listen carefully
  - Respect the views of others
  - Share your views willingly
  - Ask and welcome questions for clarification
  - Be open to the ideas and views presented
  - Honor time limits and stay on task
- Student Information
- Eligibility
- Parent Concerns
- Assessment Results
- Present Levels of Performance
- Areas of Need
- Progress on Prior Goals
- Proposed Goals
- Educational Program and Placement
  - Continuum of placement options
  - Educational setting(s) where goals can be addressed
  - Related services
  - Special factors
  - Supplemental aids and services
  - ESY and transportation
- Review next steps
- Signatures

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