

## IEP MEETING PROCEDURE CHECKLIST

Done		N/A	Notes
	1. Introduce all IEP team members and their roles. If this is a Self-Directed IEP, assist the student in facilitating the meeting.		
	2. Establish Present Levels of Educational Performance (PLEP).		
	3. Explain the purpose of the meeting (i.e. initial, annual, transition, etc.).		
	▶ Review Language Assessment ( <i>if this is an initial placement and the home language is other than English</i> ).		
	▶ Review Diagnostic Evaluation and/or other assessment information.		
	▶ Review Ancillary Evaluations (i.e. SLP, OT, PT, Psychological).		
	▶ Review other evaluation information (i.e. medical, audiological, vision, etc.).		
	▶ Review Functional Behavioral Assessments.		
	▶ Review report(s) from general education teacher(s).		
	▶ Review report(s) from special education teacher(s).		
	▶ Review progress toward current IEP goals.		
	▶ Review report from parent(s).		
	▶ Review report from student.		
	4. Determine or Review Eligibility and Exceptionality.		
	5. Determine how the disability affects progress in the general curriculum (ages 5-21 years). For 3-4 year olds (DD), how does the disability affect participation in activities?		
	6. Establish PLEP target behaviors, goals, and objectives <i>Directions: Describe the PLEP, measurable annual goals and benchmarks or short-term objectives that will enable the student to progress in the general curriculum.</i>		
	7. Determine appropriate modifications required for participation in the general education program. ▶ Document general education teacher participation in the development of appropriate modifications and accommodations.		



	8. Determine Least Restrictive Environment in the following areas:		
	▶ Special Education in the general education setting (inclusion)		
	▶ Special Education provided outside the general education setting		
	▶ Special Education service level and percentage of time with non-disabled peers		
	▶ Site/Setting (i.e. homebound, alternative setting, etc.)		
	9. Statement of explanation of the extent to which the child <b>will not</b> participate with non-disabled children in the general education class.		
	10. Establish IEP Review date.		
	11. Establish starting and ending time of school.		
	12. Establish transportation needs.		
	13. Extended School Year (ESY) consideration.		
	14. Determine Transition needs if student is 14 years old or older.		
	15. If student is 17, has he/she been informed of the transfer of rights at age 18 years?		
	16. Service consideration (i.e. use of assistive technology, Braille, etc.)		
	17. Establish and/or review Disciplinary Procedures		
	Develop behavior intervention plan (if appropriate). Document participation of the general education teacher.		
	18. Determine participation in State and local testing, with or without modifications.		
	19. Determine Graduation Requirements/Diploma type.		
	20. Determine participation in the New Mexico High School Competency Exam (NMHSCE).		
	21. Complete Prior Written Notice of Proposed Action form.		
	22. Develop and/or review Transition Plan if student is 14 or older.		

☞ ***Meeting Facilitator has the responsibility of keeping the meeting focused and on task.***

