

Checklist for Teachers/Support Personnel Preparing for IEP Meetings

This checklist was designed to assist you in your IEP preparation process. The IEP process assumes that a Student Assistance Team (SAT) process has already been implemented (with documentation of results). At this point, the team agreed that further evaluation and support is needed in order for the student to experience educational success.

****It is essential that at the beginning of any school year, that you are aware of which students on your caseload have current IEP's that must be implemented. If the special education teacher does not give this information to you, it is your responsibility to request/acquire this information from the administrative office.***

For an Initial IEP for a student:

DATE	TASK You will need to:	RESPONSIBLE PARTY	DONE (✓)
	1. Receive notification of the meeting.	Building Principal	
	2. Schedule substitute coverage during meeting time, if needed.	You/ Administrator	
	3. Review any and all student information that can be found in a student enrollment and/or confidential file. This will educate you about the student being addressed at the IEP meeting.	You	
✦	4. Be prepared to communicate student's <u>Present Levels of Educational Performance (PLEP)</u> , relating to SAT information, state-mandated testing results (CTBS/Terra Nova), diagnostic information, grades, anecdotal records, classroom assessment, etc., and/or any information that would be beneficial to the development of appropriate goals for the student. <i><u>Always begin with student strengths!</u></i> (Data collection on student performance for all your students should be an on-going process throughout the year.)	You	

✦ *Indicates that helpful information/forms can be found in the IEP Survival Guide*

<p>↳</p>	<p>5. Be prepared to provide <u>documented results</u> of tried interventions/strategies within the general classroom. (Interventions should have been determined through the SAT process and implemented up to this point in time.) <i>If you have not yet had contact with the student, be prepared to articulate what a student would need to be able to do in order to succeed in your class.</i> <i>(See NM Content Standards and Benchmarks.)</i></p>	<p>Everyone providing services to the student</p>	
<p>↳</p>	<p>6. Acquire copies of the goals and objectives as well as the instructional modifications pages of the IEP following the IEP meeting for your “working file” records.</p>	<p>Everyone providing services to the student</p>	

↳ *Indicates that helpful information/forms can be found in the IEP Survival Guide*

For an Annual IEP review for a student:

DATE	TASK You will need to:	<u>RESPONSIBLE PARTY</u>	<u>DONE</u> (✓)
	1. Be notified of the meeting. (All staff providing services to the student must be notified of IEP meetings)	Building Principal	
↳	2. Review and document progress toward student's IEP goals (this should be an on-going process to be done <u>at least</u> every nine-week grading period). <i>Be prepared to present this at the IEP meeting.</i>	Everyone providing services to the student	
	3. Assess and document student performance in content areas within your class (this should also be an on-going process to be done <u>at least</u> every nine-week grading period). <i>Be prepared to present this at the IEP meeting.</i>	You	
	4. Be prepared to present how the student's disability affects progress within the general curriculum.	Everyone providing services to the student	
↳	5. Prepare report of student's <u>Present Levels of Educational Performance</u> in your class, relating this to assessment/performance data you've collected as well as most recent test results, diagnostic data when appropriate. <i>Always begin with student strengths!</i> **If you are <u>not</u> attending the meeting and the student is in your class, you must provide your PLEP report with suggested target areas for the next year to the representing teacher prior to the scheduled meeting.	Everyone providing services to the student	
↳	6. Be prepared to assist in determining what types of accommodations/modifications are needed by the student in order to progress in the general curriculum.	Everyone providing services to the student	

↳ Indicates that helpful information/forms can be found in the *IEP Survival Guide*

	7. When appropriate, provide explanation of the extent to which the student will <u>not</u> participate with children who are nondisabled within the general education classroom. (Discussion begins with a general education placement-LRE).	You	
✦	8. Be prepared to assist in the development of appropriate measurable goals and objectives .	You	
	9. If Extended School Year (ESY) will be considered, documentation will be required showing regression and recoupment of skills following extended breaks from school i.e. Winter Break, Spring Break, and summers.	Everyone providing services to the student	
✦	10. For students 14 years of age and older, prepare recommendations for transition needs/plans .	Everyone providing services to the student	
✦	11. When behavior is cited as a concern within the school environment, be prepared to assist in the development of a Functional Behavior Assessment and subsequent Behavior Intervention Plan .	Everyone providing services to the student	
✦	12. When appropriate, review graduation requirements of student/Diploma type. (See Page of the IEP Survival Guide).	Everyone providing services to the student	
✦	13. Acquire copies of the goals and objectives as well as the instructional modifications pages of the IEP following the IEP meeting for your “working file” records.	Everyone providing services to the student	

✦ *Indicates that helpful information/forms can be found in the IEP Survival Guide*

✦ *Chairperson/Facilitator has the responsibility of keeping the meeting focused and on-task.*