

IEP Checklist and Agenda

Before Meeting

☐ Meeting set at a mutually agreed upon time and date

☐ Draft IEP requested/sent at least 3 school days prior to meeting

☐ Write/request parent input statement to be received at least 1 day before meeting

☐ Data collected by all team members and shared with parents and teachers

☐ When applicable, get written student input statement

☐ Parents, arrange for a support person/notetaker/IEP coach to attend with you

During Meeting

☐ Thoroughly discuss and clearly state goals/objectives

☐ Thoroughly discuss and clearly state accommodations/modifications

☐ Discuss accommodations/modifications for each environment

☐ Discuss what supports are needed for school personnel

☐ Discuss parent supports of training and counseling, if necessary

☐ Discuss Extended School Year

☐ Discuss Assistive Technology needs from low to high tech

☐ ASK QUESTIONS about anything you don't fully understand

After Meeting

☐ Wait at least 24 hours before reading the finalized IEP

☐ Send a follow up email to the team with your takeaways from the meeting to make sure you and the other members have the same understanding



IEP Meeting Agenda

1. Introductions with a comment on what each person knows to be a strength or something they like about the student
2. Purpose of Meeting
3. Parent Input Statement
4. Present Levels of Academic Achievement and Functional Performance of Student
5. Discussion of Goals/Objectives
 - a. Discussion of the length of time necessary to work on each goal
 - b. Evaluation methods and criteria for mastery discussed
 - c. Progress Report timelines discussed
6. Discussion of Related Services
7. Discussion of Special Factors
 - a. Assistive Technology
 - b. Behavior Plan (if necessary)
8. Discussion of Educational Accommodations/Modifications for classroom and assessments
 - a. Clearly written so they can be administered with fidelity and reliability
 - b. Individualized for student
9. Discussion of support needed for school personnel and parents
10. Discussion of Least Restrictive Environments for placement (at least 3)
11. Discussion of Extended School Year Services
12. Discussion for Emergency Plan (if necessary)
13. Discussion of Transition plan starting at 14 1/2 (if necessary)
14. Reading of Additional Notes taken and any corrections made



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