



# A Principal's Checklist for IEP Meetings

PROVIDING ADMINISTRATORS WITH A RESOURCE BEFORE, DURING AND AFTER IEP MEETINGS.



*This is a curated checklist for before, during, and after an IEP meeting specifically targeted to site administrators. Although this is not an exhaustive list of everything administrators need to know, it is a starting point.*

## Before...



### What you need to do **BEFORE** an IEP.

- Understand what disabilities are being discussed and the eligibility criteria of each **disability**.
- Know and understand **timelines** associated with special education.
- Be familiar with the **acronyms** used in Special Education, and encourage staff to limit the use of acronyms during the meeting.
- Understand the role of required IEP team members and who is fulfilling each role during the meeting. At a minimum, the law states that an IEP team needs to consist of the parent/guardian of the child, not less than 1 general education teacher (if the child is, or may be participating in the general education environment), a special education provider, and an administrator/designee. If evaluations will be reviewed, there also needs to be an individual who can interpret the instructional implications of the evaluation results.
- Ensure that team members are prepared with current student data and/or assessment reports, as applicable.
- Be familiar with the student and their needs in order to facilitate conversations during the IEP meeting.
- If attending the meeting as an administrative designee, ensure that you understand the district's LEA resources that you will be committing to during the meeting, which includes the continuum of service options.
- If any IEP team members cannot attend, ensure that the Excusal Form is completed and signed by the member(s).
- Understand the essential parts of the IEP (present levels of academic achievement and performance, goals, accommodations, and placement and services & if it is an initial or eligibility review, current assessments).
- Read and understand the procedural safeguards.
- Arrange for interpreters if needed.



## During...



### What you need to do DURING an IEP.

- Start the meeting on time, and reiterate the timeframe listed on the Meeting Notice.
- Follow an agenda during the meeting.
- Encourage the parent/guardian to participate in the IEP meeting actively. This input should be considered to avoid any pre-determination.
- Check for understanding of all members.
- Avoid use of jargon.
- Facilitate discussion that is productive and suggest a break, if needed.
- Ensure that all parent/guardian concerns are noted and addressed.
- Ensure all of the sections of the IEP document are completed. For each area of identified need, check to make sure there is a goal to address it.
- If more than the allotted time is needed to complete the IEP, schedule a follow-up meeting.

## After...



### What you need to do AFTER an IEP.

- Ensure that the IEP has been consented to by the parent/guardian.
- If any agreements were made to follow up on any items, ensure those tasks are assigned and completed.
- If the parent has requested the IEP be translated, ensure it is translated and provided to the parent/guardian in a timely manner.
- Know who to contact them within the Special Education Department if you need support with any concerns brought up during the IEP.
- Support the school team to ensure all providers and teachers of the student receive a copy of the IEP.
- Support the case manager and service providers to ensure the implementation of the IEP.
- Ensure that progress on the IEP goals is being sent to parents or guardians at the intervals discussed in the IEP.

If you are interested in a more thorough review of "How Administrators Can Support the Development and Implementation of High-Quality IEPs", please check out the [module](#) created by the Iris Center (some of the above suggestions are adapted from the Iris Center). The IRIS Center is funded through a cooperative agreement with the U.S. Department of Education, Office of Special Education Programs (OSEP) Grant #H325E170001.

