



# An Administrative Designee's Checklist for IEP Meetings

*The administrative designee is a valuable and required member of the Individualized Education Program (IEP) team. Use this checklist to promote meaningful participation before, during and after the IEP meeting.*

## Why is this important?

The Individuals with Disabilities Education Act (IDEA) requires a representative of the public agency who: "1) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; 2) Is knowledgeable about the general education curriculum; and 3) Is knowledgeable about the availability of resources of the public agency." CFR § 300.321

## Before

- Have a general understanding of the areas of eligibility for special education.
- Know and understand timelines associated with special education.
- Be familiar with the acronyms used in Special Education, and encourage staff to limit or avoid 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 LEA's 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 consented to by the parent. Reschedule if the parent does not agree to the excusal.
- Understand the essential parts of the IEP (present levels, goals, accommodations, placement, and services. If it is an initial or eligibility review, understand current assessments.
- Read and understand the procedural safeguards. You may be asked to explain them.
- Arrange for interpreters if needed.



## During

- Ensure the environment is set up to promote collaboration and comfort (considerations can include seating arrangements, tissues, water, etc.).
- Start the meeting on time, and establish a meeting timeframe.
- Ensure that each member of the IEP team has the opportunity to contribute to the agenda.
- Follow an agenda during the meeting.
- Check for understanding of all members.
- Avoid the use of jargon.
- Facilitate discussion that is productive and suggest a break, if needed.
- Assist the IEP team to keep the needs of the student the focus of all decision-making.
- Ensure that all 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.
- Consider the student's school day, assume placement in the general education environment, and determine when a student must be removed from that environment. Student's placement should be in the Least Restrictive Environment (LRE).
- If more than the allotted time is needed to complete the IEP, schedule a follow-up meeting.
- Ensure the parent/guardian knows who to contact if they have questions following the meeting.
- Sign the IEP signature page as the Administrative Designee.
- Ensure the parent/guardian/adult student receives a copy of all IEP documents and reports at the conclusion of the IEP meeting.

## After

- Ensure that the IEP has been consented to by the parent/guardian. If they haven't consented, ensure there is follow-up.
- If 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 in a timely manner.
- Contact the Special Education Department if you need support with any items requiring follow-up.
- Support the school team to ensure all service 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 sent to parents or guardians at the intervals agreed upon in the IEP.
- If a student is not making the anticipated progress, work with the IEP team to follow-up.