Before the Meeting	During the Meeting	After the Meeting
Choose several IEP dates/times ❑ Check with admin., teachers, etc. before speaking to parents ❑ Call/email parents to schedule meeting with selected dates/times ready ❑ Document dates you contacted parents_____ ❑ Determine set day and time and share it with the IEP Team **IEP Invite** ❑ Mail home IEP invite (Advance Written Notice) to parents ❑ This must be sent at least 7 days prior to the scheduled IEP Meeting ❑ Include Enclosures e.g., Procedural Safeguards, Evaluations ❑ Send out teacher input form **Review the current IEP** ❑ Review current progress monitoring data ❑ Are the IEP goals still appropriate and/or realistic? **Draft the new IEP** ❑ Write proposed goals ❑ Write proposed updated behavior intervention plan (if applicable)	❑ Introduction of team members ❑ Review rights and procedural safeguards ❑ Purpose of meeting ❑ Share concerns ❑ Review current IEP-Goals/Programming/Assessment data Reevaluation (if appropriate) ❑ Review evaluations ❑ Determine eligibility ❑ Complete eligibility form as Team Transition (starting in 9th grade or year turning 16, whichever comes first) ❑ Goals ❑ Transition services Determine components of IEP ❑ Strengths and skill gaps ❑ Present levels-baseline data of skill gaps ❑ Measurable annual goals ❑ Accommodations/modifications for instruction and assessment ❑ Participation in state and district wide assessments and how they are assessed ❑ Services needed ❑ Placement (Least Restrictive Environment-LRE) ❑ Determine ESY eligibility	**Finalize Written Notice** ❑ Mail home ideally within 3 days to provide at least 7 days prior notice of proposed or refused actions **Finalize IEP** ❑ Send home a copy within 21 school days of the IEP meeting **File documents** ❑ Advance Written Notice, Written Notice, IEP and any other documents filed in student file ❑ Keep a copy of the new IEP for your records **Update tools for implementation of the IEP** ❑ Data sheets ❑ Create necessary materials ❑ Instructional practices ❑ Share updated IEP and/or accommodations with teachers or special area teachers that will have an impact in their classroom