



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.