



General Education Teacher Checklist for IEP Meetings

The general education teacher is a valuable and required member of the Individualized Education Program (IEP) team. Use this checklist to start organizing before, during and after an IEP team meeting.

Why is this important?

The Individuals with Disabilities Education Act (IDEA) requires that at least one regular education teacher be represented on the team “if the child is, or may be, participating in the regular education environment.” Likewise, regular education teachers must, to the extent appropriate, determine “appropriate positive behavioral interventions and supports, and other strategies for the child.” CFR § 300.324

Before

- Have a general understanding of the areas of eligibility for special education.
- Stay connected to your student’s special education teacher or provider to familiarize yourself when the student’s IEP will be held.
- Review your student’s current IEP, if applicable.
- Know and understand timelines - please reference the [Special Education Timelines](#) handout.
- Be ready to speak about your student’s growth and strengths. Consider using the [Building on My Strengths](#) protocol.
- Review how your student is making progress in the general education curriculum. This could look like:
 - gathering relevant work samples and data (grades, assessments, etc.).
 - information on what accommodations/strategies your student uses in class.
 - progress monitoring data from instructional interventions.
 - progress towards current IEP goals.
- If there are behavioral concerns, be prepared to discuss concerns, and the outcomes of positive behavioral interventions that have been tried.



During

- Arrive to the meeting on time and plan to stay for the duration of the meeting.
- Be prepared to share your update on progress. Here is what that might look like:
 - provide input as goals are reviewed by the special education teacher and service providers.
 - share how the student is progressing with the general education curriculum. This can include work samples, assessment data, grades, and behavior.
 - remember to give equal merit to the student's strengths as you do with any potential areas of concern.
 - review any challenges the student might be having along with what supports you have tried and/or are currently working on.
- Help encourage the team to use plain language for the benefit of all IEP team members.
- Work with the team to suggest and understand potential accommodations and/or modifications to support the student across all educational environments.
- Share with the team how the student might participate in extracurricular activities and other nonacademic activities.
- Collaborate with the IEP team to problem solve potential barriers that would impact the student's participation in the least restrictive environment (LRE). The goal is to have the student with their non-disabled peers to the greatest extent possible.
- Sign the IEP signature page as the general education participant in the IEP meeting.

After

- Ensure you receive a copy of the IEP.
- Implement your portions of the IEP. If you have any questions, talk to the student's case manager.
- If you are responsible for any goals be sure to collect data in these areas.
- Consult regularly with student's, family, and service providers on student progress.
- Implement the student's accommodations and/or modifications in the general education classroom.
- Ensure the student receives their services in accordance with the IEP.
- Continue to track student progress for future IEP meetings, parent conferences and reports of progress.
- If a student is not making the anticipated progress, work with the IEP team to follow-up.