

**Domain VI – Implementation of IDEA
Administrator IEP Meeting Checklist
Indicator 65**

Instructions: The following checklist must be completed by an Administrator during the IEP meeting. The educator must have a total of **three Administrator IEP Meeting Checklists** completed prior to a scheduled interview.

Educator's Name: _____ **Date Observed:** _____

As a member of the IEP Team, did the special educator:	Yes	No	NA
Provide a copy of the <i>Procedural Safeguards and Annual Parent/Guardian Notices</i> and review critical components with parents? (Procedural Safeguards Tipsheet)			
Utilize an IEP Meeting Summary form to document discussion items initiated by parent(s) and school; options/alternatives considered; decisions; follow-up; person(s) responsible?			
Provide parent(s) with copies of signed documents, (i.e., IEP, ERS, Eligibility, Placement) and IEP Meeting Summary?			
Evaluation/Re-evaluation and Eligibility (Mark "NA" if this is not a purpose of the meeting)			
Describe results of testing using terminology parents understand, and check for understanding?			
Discuss the student's eligibility criteria for special education, based on the evaluation results?			
IEP			
Review the previous IEP goals? (Mark "N/A" if initial IEP)			
Discuss the present levels of academic achievement and functional performance (PLAAFP) in all areas of need (i.e., academic, social, behavioral, language, etc.)?			
Explain how the disability affects involvement/progress in the general curriculum? <i>If preschool student, explain how the disability affects participation in age-appropriate activities?</i>			
Consider and review all special factors?			
Collaborate with all team members to identify goals and objectives based on the student's needs as stated in PLAAFPs?			
Address the student's need for special education, related services, times, frequency, and location for each service?			
Explain the student's need for modifications, supports, and supplementary aides and services?			
Discuss how the student will participate in state- and district-wide assessments; appropriate resources/accommodations for participation, and if student takes the DLM, document why the student cannot participate in the regular assessment?			
Explain the student's eligibility for ESY services?			
Review student's placement?			
Obtain signatures of required IEP team members?			
Postsecondary Transition (Must be completed if student is age 14 or older) Transitions plans must be a part of the IEP after the student turns 14. This must happen before the student turns 15.			
Discuss results of current age-appropriate transition assessments?			
Discuss the student's measurable postsecondary goals (training/education, employment, and independent living, if appropriate)?			
Discuss a course of study to help the student achieve postsecondary measurable goals?			
<i>If transition services will be provided or paid for by an outside agency</i> , did the educator invite the agency representative to the meeting, and was written parent or adult student consent obtained prior to inviting the agency?			

Administrator's Signature: _____

Comments: