



LEA Representative IEP Meeting Readiness Checklist 1/2

As an LEA representative, your role is crucial in ensuring that IEP meetings are productive, compliant with legal requirements, and focused on providing the best possible outcomes for students with disabilities. You play a crucial role in balancing individual student needs with institutional resources and capabilities. Your thorough preparation, effective facilitation, and thoughtful follow-up are key to ensuring legally compliant and educationally appropriate IEPs for your students. This guide provides key tips and questions to consider before, during, and after IEP meetings to help you be an effective LEA representative.

Timeline	LEA Readiness	Notes
<p>Before the IEP Meeting</p>	<p>Have you checked in with the case manager to ensure...</p> <ul style="list-style-type: none"> <input type="checkbox"/> All necessary team members will be in attendance? <input type="checkbox"/> All necessary materials (e.g., data reports, stakeholder input forms, draft IEPs) are prepared and accessible for all participants? <input type="checkbox"/> An agenda that follows the order of the IEP has been developed including clear roles and responsibilities for facilitation and note-taking? <input type="checkbox"/> All of the draft IEP elements are developed and drafted according to compliance timelines The team can describe the specialized instruction being recommended for the student and which team member is best suited to do so? <input type="checkbox"/> The team is ready to explain why the recommended services are appropriate with the necessary data to support their recommendation? <p>Have you reviewed the draft IEP to ensure . . .</p> <ul style="list-style-type: none"> <input type="checkbox"/> All team members have had an opportunity to contribute their input? <input type="checkbox"/> You understand how the recommended services support FAPE in a student's LRE (including why more restrictive settings are or are not appropriate)? <input type="checkbox"/> You are knowledgeable about the availability of resources within your school/district to support the proposed IEP? 	



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<p>During the IEP Meeting</p>	<p>Are you ensuring the case manager/facilitator is...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adhering to the agenda and managing time effectively? <input type="checkbox"/> Facilitating productive conversation and collaboration among all team members including the student and family? <input type="checkbox"/> Summarizing key information (including all stakeholder input and recommendations) in each section with the appropriate data? <input type="checkbox"/> Outlining the action steps to finalize the IEP with assigned owners and timelines? <p>Are you prepared to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Redirect the team to shared norms and goals if tension or conflict arises? <input type="checkbox"/> Manage any private disagreements among team members appropriately? <input type="checkbox"/> Make, approve, and justify decisions about resource allocation that align student needs and district capabilities? 	
<p>After the IEP Meeting</p>	<p>Have you followed-up with the case manager to verify. . .</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who will communicate IEP changes to relevant staff members? <input type="checkbox"/> There is a clear plan for implementing new services? <input type="checkbox"/> The IEP updates and implementation plan have been discussed with the student and family? 	