

**IEP MEETING BEST PRACTICES GUIDE FOR SAN JUAN BOCES**

**Scoring: 1 – Not Evident 2- Partially Proficient 3 – Proficient 4 – Accomplished N/A Not Applicable**

School Team \_\_\_\_\_

Date \_\_\_\_\_

Student \_\_\_\_\_

<b>Components</b>	<b>Best IEP Meeting Practices – Facilitator or Meeting Leader</b>
<b>Pre-meeting</b>	<input type="checkbox"/> Participants were specifically made to feel welcome by facilitator. <input type="checkbox"/> Technology, paperwork or other items all in order. <input type="checkbox"/> Room was a suitable, professional space prepared for the meeting.
<b>Setting the Stage- before the start</b>	<input type="checkbox"/> Started on-time and was orderly which set good tone for meeting. <input type="checkbox"/> Introductions were completed with meeting leader or facilitator identified unless obvious. <input type="checkbox"/> Introduction of meeting included clear and concise purpose of IEP with overview of process. <input type="checkbox"/> Good agenda shared visually and/or discussed. Numbered items if large meeting. <input type="checkbox"/> Asked team about additions and explained about non-agenda items. <input type="checkbox"/> Parents asked about preferences regarding IEP meeting, non-agenda items or concerns at beginning. <input type="checkbox"/> If interpreter is participating, etiquette is explained at beginning of meeting.
<b>Meeting Ending</b>	<input type="checkbox"/> Non-agenda items managed before adjourning. <input type="checkbox"/> There was a check with parents about receiving “Parent Rights”, questions requested <input type="checkbox"/> IEP document completion was discussed or copy given after meeting.
<b>Identifiable Facilitator Skills (Different team members will lead sections)</b>	<input type="checkbox"/> Kept on agenda (either shown or explained) successfully and skillfully. <input type="checkbox"/> Used numerous facilitator skills very well to lead meeting. <input type="checkbox"/> If facilitation was shared, it was done without confusion and someone was always 100% focused on directing the meeting. <input type="checkbox"/> Primary facilitator redirected discussion when needed to keep focused discussion. <input type="checkbox"/> Excellent discussions about the appropriate items occurred. Nothing relevant overlooked. <input type="checkbox"/> If tension or confrontation was present at the meeting it was handled well by facilitator. <input type="checkbox"/> Any disagreement was clearly resolved. <input type="checkbox"/> IEP process explanation was integrated into meeting as needed for parents and other attendees. <input type="checkbox"/> Intentionally included other participants in discussions. <input type="checkbox"/> Meeting was treated as important and facilitator maintained the right level of formality for meeting type.
<b>Comments:</b>	
<b>THE IEP CONTENT- Team Responsibility</b>	
<b>IEP Content</b>	<input type="checkbox"/> IEP sections and subsections were explained well with thoughtful overview that focused the meeting. <input type="checkbox"/> IEP content was discussed in a meaningful manner that contributed to IEP flow and was appropriate for the meeting type. <input type="checkbox"/> Evaluations and assessments were explained appropriate to meeting type using language level of parent. <input type="checkbox"/> The lengthy sections were summarized well by the authors of those sections. <input type="checkbox"/> Student growth was discussed, and the plan to increase future growth was clear. <input type="checkbox"/> The issues most relevant to the student’s needs and plan were thoroughly discussed. <input type="checkbox"/> Present Levels were well-discussed using evidence and detail, not only observational. Data was synthesized very well and

	<p>explained clearly.</p> <p><input type="checkbox"/> Impact of disability statement clearly and specifically identified the disability and how it impacted performance.</p> <p><input type="checkbox"/> Required process was completed without dominating the meeting and becoming tedious.</p> <p><input type="checkbox"/> If Transition IEP Meeting, Post Secondary Goals were clearly based on assessment and discussed as central to the IEP.</p> <p><input type="checkbox"/> If Transition IEP Meeting, transition plan and annual goals were thoughtful and specific for the student.</p>
<b>Annual Goals</b>	<p><input type="checkbox"/> Previous Goals review gave team information about progress and current needs with evidence and measurement reported.</p> <p><input type="checkbox"/> New goals were clearly linked through discussion to the individual needs of the student to improve school success.</p> <p><input type="checkbox"/> Annual Goals were relevant and realistic with a measurement and monitoring plan that was identified, doable and clear.</p> <p><input type="checkbox"/> Annual Goals were individualized based on identified need of the student.</p> <p><input type="checkbox"/> Annual Goals were written using vocabulary and language that was understandable to parents.</p>
<b>Services, accommodation testing, plans, ESY, etc,</b>	<p><input type="checkbox"/> All other sections were managed to fit the particular IEP needs efficiently.</p> <p><input type="checkbox"/> Any modifications were specifically discussed and clearly written.</p> <p><input type="checkbox"/> Accommodations were specific to the students need and based on evidence.</p> <p><input type="checkbox"/> Required process items were managed without detracting from meeting.</p>
<b>IEP Draft for Meeting</b>	<p><input type="checkbox"/> Draft was completed appropriately, was used for efficiency, and did not dictate meeting.</p> <p><input type="checkbox"/> Alterations managed seamlessly, without interrupting the meeting.</p> <p><input type="checkbox"/> Was well-written and edited so mistakes didn't detract from the meeting.</p> <p><input type="checkbox"/> Meeting was definitely about sharing and interaction, not focused on completing the document.</p>
<b>Comments:</b>	
<b>IEP TEAM COLLABORATION AND EFFECTIVENESS</b>	
<b>Observed Team Collaboration</b>	<p><input type="checkbox"/> No team member or members dominated the meeting and all members participated. No long intervals of talking by one individual.</p> <p><input type="checkbox"/> Thoughtful and positive dynamic evident that encouraged contribution.</p> <p><input type="checkbox"/> All professional team members: clarified, summarized, questioned, synthesized or drew connections frequently.</p> <p><input type="checkbox"/> Professional team demonstrated that they understood the intent of an IEP and the focus of the meeting.</p> <p><input type="checkbox"/> Team members did not use lingo, academic language and acronyms without explanation. Language at the right level for participants.</p> <p><input type="checkbox"/> Professionals included parent as important part of student success by giving them useful and reasonable suggestions for helping the student in areas of need.</p> <p><input type="checkbox"/> Professionals included student as important part of team by treating him/her respectfully.</p>
<b>Parent participation</b>	<p><input type="checkbox"/> Extra effort was made through out the meeting to help parents understand meeting intent, focus and process.</p> <p><input type="checkbox"/> Parent was specifically asked to share observations, concerns and past year experiences.</p> <p><input type="checkbox"/> Parents' comments were important for meeting, well-considered, and then worked into IEP.</p> <p><input type="checkbox"/> IEP professional team politely and appropriately redirected to keep parent on meeting topics if off topic talking becomes extended or inappropriate for an IEP meeting.</p>

<b>Student if Participating</b>	<input type="checkbox"/> Student was prepared by staff beforehand to attend the meeting. <input type="checkbox"/> Information was gathered about student through discussion with him/her before meeting and presented at beginning. <input type="checkbox"/> Student was asked questions appropriate for an IEP meeting. <input type="checkbox"/> Student was meaningfully included in meeting, appropriate to age or ability. <input type="checkbox"/> Student wasn't put "on the spot" or lectured to by any team members. <input type="checkbox"/> Meeting was a worthwhile experience for the student.
<b>General Education Teacher</b>	<input type="checkbox"/> Teacher was on-time and stayed for meeting. <input type="checkbox"/> The teacher contributed to IEP development. <input type="checkbox"/> Teacher clearly understood his/her role in an IEP meeting. <input type="checkbox"/> Teacher provided observations or data related to students individual learning needs and strengths. <input type="checkbox"/> Teacher provided examples and observations about strategies utilized. <input type="checkbox"/> Teacher used positive language and explained all technical language. <input type="checkbox"/> Teacher was very in sync with meeting.
<b>Related Service Providers and Other School or BOCES Staff</b>	<input type="checkbox"/> Acted as part of team and with concern for student's individual needs. <input type="checkbox"/> Used language appropriate for parent attending meeting, or explained jargon and technical words. <input type="checkbox"/> Specifically connected their evaluation or input to student's disability and needs. <input type="checkbox"/> Used their special knowledge to help with planning for student.
<b>Professionalism</b>	<input type="checkbox"/> Members did not make off-topic and personal comments, and joking or humor was appropriate for setting. <input type="checkbox"/> Team maintained balance of formality appropriate to meeting and sensitivity to group dynamics. <input type="checkbox"/> Team shared individual perspectives respectfully and with purpose. <input type="checkbox"/> Demonstrated sensitivity to parent's culture, profession, economic situations, etc. <input type="checkbox"/> Professionals did not discuss other staff, parents or students except as pertinent to the meeting needs. <input type="checkbox"/> Professionals did not text, email, or take phone calls unless related to IEP <input type="checkbox"/> All members were on time and attended entire meeting. <input type="checkbox"/> No comments could be considered inappropriate or violating confidentiality. <input type="checkbox"/> There was no defensive or argumentative statements made that were beyond normal different opinions or perspectives. <input type="checkbox"/> If an administrator attended he/she was part of team, on-time and in harmony. <input type="checkbox"/> Meeting was valued as important by all professionals.
<b>Comments:</b>	

**Meeting attendees:**

**Suggestions:**