

IEP MEETING PLANNING AND AGENDA

Planning:

- Contact parents and the District Representative two months to six weeks prior to scheduling IEP. You may want to informally check in with others that are on the team as well.
- Schedule the IEP at least one month in advance, and notify the appropriate person to send out invitations.
- Discuss with the student areas he or she is interested in working on as goals.
- Discuss with parents or care providers areas or skills to target in the goals.
- Teach the student appropriate skills in order to be as much a part of the meeting as possible (This could be anything from attending the meeting to facilitating the meeting).
- Prepare written notes for your own reference for minutes of service etc. The team needs to agree on these, but it is efficient if you have an idea of what would be appropriate.

Handouts for each participant:

- Agenda
- Present Level of Performance
- A **draft** of proposed goals
- Samples of student work

Agenda:

- **Introductions:**
 - Questions
 - Who are you?
 - What do you want to get out of this meeting / concerns?
 - Time constraints?
- **Purpose:**
 - Design an individualized program that increases student success and independence in the following domains: physical, social/emotional, leisure, functional routines, and functional academics.
- **Student Strengths:**
 - Provide the opportunity for all participants to share strengths of the student.
- **Present Level of Performance:**
 - Have copy for IEP participants of data-based report on the previous year's goals. Be clear and concise. Organize handouts so that participants are able to follow.
 - Review with student prior to the meeting.
 - Provide opportunity for others to contribute (OT, PT, Behavior Specialist, Autism Specialist, SLP, etc.
 - Discuss this with the parent prior to the IEP.

- **Discuss Needs and Goals for Upcoming Year:**
 - Districts prefer you have a draft of proposed goals.
 - Present goals as proposed and provide opportunity for others to give input.

- **Placement Determination:**
 - Discuss at least two other placement options and state why the placement of the student was chosen (e.g., Regional Learning Center, Regular Education Placement, Life Skills Program).
 - Option Selected based on *Providing adequate level of service to support the student in accomplishing IEP goals and accessing related service needs*

- **Paper work:**
 - Service Summary:
 - Be prepared to suggest the amount and frequency of services that you are responsible for providing.
 - Location of services (e.g., *ESD classroom*)
 - Starting/Ending dates: reflection of IEP date.
 - Areas of specially designed instruction.
 - Related Services (e.g., *transportation*). *See IEP Service Summary Instructions.*
 - Supplementary aids and services.
 - Supports for School Personnel. *See IEP Service Summary Instructions.*

- **Modifications and accommodations:**

- **Consideration of Special Factors:**

- **Consideration of Extended School Year:**

- **How will progress be reported to parents:**
 - When: Needs to be consistent with what regular education population receives

- **Participation in Statewide and District Assessments:**
 - *Standard*
 - *Extended or*
 - *Scaffolded Administration of Extended*

- **Non participation Justification:**

This can adversely affect a district when it comes to funding. It is really important to smaller districts that kids participate.

- **Parent Rights:**

A handbook goes out with the IEP notice to parents or care providers.

- **Wrap up:**
 - Districts have requested final IEP goals and objectives be in system or sent to District Representative within 10 days.
 - Designate who will distribute IEP.

- **Check in with Group:**
 - Did the meeting accomplish what you wanted?
 - Do we need another meeting?

- **Thank everyone for coming!**