

TIPS FOR CHAIRING AN IEP MEETING

Start-up

- **Introductions and Roles (Document in notes)**

“Hello, my name is _____. I am (student’s name) special education teacher. I would like each of you to introduce yourself as you would like to be addressed and have you state your role in this meeting.”

- **Purpose (document in notes)**

“The purpose of today’s meeting is an annual, or yearly, IEP for (student’s name). We will review (Student’s name) present levels of performance, which include assessment results, strengths, and weaknesses, concerns of team members, progress toward goals, proposed goals, placement options, and services needed to access the educational program.”

- **Establish Time Parameters (If yes, document in notes)**

“Before we go any further, are there any time limitations for any of you? **If so**, what time does the meeting need to conclude for today? Just reminder: If the IEP has not been completed in this time frame, we will reconvene as soon as possible. **If not**, OK great, let’s continue with the meeting!

The meeting minutes are very important and the person doing that should be carefully selected

- **Parent’s Rights (Document in notes)**

“Here is a copy of your Parent’s Rights. Please remember that it is very important that you are actively involved in the educational planning for your child. If you ever have questions or concerns about (student’s name) IEP, please contact me. If we need to we can schedule a review IEP to bring the team back together to discuss your concerns or address your questions.

“Here is a brochure that describes the Community Advisory Committee (CAC). This group provides educational and support services to parents.

- **Agenda (Document in notes)**

“We will proceed through the IEP in the following order: (Use the agenda handout). We will discuss present levels of performance, followed by the review of and establishment of goals. We will then determine appropriate placement and services. We will finish the meeting by reviewing what we agreed upon and any actions that need to be followed up with.” **(To parent)** “What discussion items would you like to add to the agenda?”

- **Ground Rules (If necessary and document in notes)**

Use the handout since visual reminders are helpful

“In order to work as an effective team, it is important that we all agree to practice the following ground rules:

- Communicate clearly and listen carefully
- Respect the views of others
- Share your views willingly
- Ask and welcome questions
- Be open to ideas and views presented
- Honor time limits and stay on task

“If issues come up that cannot be resolved through brief discussion, we will place them in the “parking lot” to be addressed again later in the meeting or at another meeting if necessary. This will ensure that we are able to get through each of the items on the agenda in a timely manner.”

“Decisions are made through CONSENSUS: A consensus decision involves building agreement by the whole group on a course of action. Although individual members may feel that other choices may be better for one reason or another, a consensus is built when all members come together on the final choice. Can you live with it and will you support it?”

“Before we begin, I would like to remind you that the IEP paperwork I brought to the table is a draft. We can make changes on any of the material.”

Present Levels of Performance

- **For students who are 16 or over, or will turn 16 prior to their next IEP, begin by reviewing the components of the Transition Plan.**

Review components of ITP including input from the student.

“Are there any questions or comments about this area? Do we have agreement on the items discussed?” **(Document in notes)**

- **What does the child know and is able to do now?**

Review present levels of performance. Remember if you are going to write a goal then there should be baseline data in the present levels. “Are there any questions or comments about this area? Do we have agreement on the items discussed?” **(Document in notes)**

- **Assessment**

Review results of academic and/or functional living skills. Remember if you are going to write a goal there should be baseline data in the present levels or in assessments. “Are there any questions or comments about this area? Do we have agreement on the items discussed?” **(Document in Notes)**

- **Review Progress toward Previous IEP Goal**

“Are there any questions or comments about this area? Do we have agreement on the items discussed?” **(Document in notes)**

- **Review Concerns**

“Are there any questions or comments about this area? Do we have agreement on the items discussed?” Ask the parent/guardian if they have any concerns relevant to their child’s education, and if so, discuss those concerns to ensure that the parent has provided “meaningful input.” **(Document in notes)**

Establish Goals and Benchmarks

- Benchmarks are only required if the student is assessed by alternative means including English learners.

- What do we want the student to know and do a year from now?
- Establish and Revise Goals

Review proposed goals and benchmarks (if appropriate) as related to California state standards. “We need to write goals that are measurable so we all know when it is accomplished. Also the goals are based on assessment; they should be reasonably calculated that they are obtainable.” If parents request a goal that the team feels it is not obtainable, then discuss and perhaps break it down into smaller parts so the parent understands we are all moving in the same direction.

Determine Appropriate Services

- Special Education and Related Services anticipated frequency, location and duration of services. Also include the projected date for the beginning and ending of services, as well as the location (the type of environment where the services will be provided).
- Supplementary aids and services and assistive technology
Supplementary Aids and Services is defined as aids, services and other supports that are provided in general education classes or other educationally related settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate.
- General education accommodations and modifications
- Participation in State assessments
- **Related Services** are those services necessary for a student to benefit from his or her instructional program. LSH, OT, APE, Counseling, transportation, etc. The level of support service delivery models, etc. will vary depending on what base support the student already has in their program. Methodology is typically left up to the district.
- **Extended School Year (ESY):** The IEP team must consider how the continuing impact of the child’s disability, the pattern of regression, difficulty retaining skills after vacations and school breaks impact the provision of FAPE. Enrichment is not a reason for ESY. Family social economic issues are not a reason for ESY. The purpose of ESY is not to introduce new goals.

IEP GROUND RULES TO ENHANCE TEAM COMMUNICATION

Communicate Clearly and Listen Carefully

Respect the views of others

Share your views willingly

Ask and welcome questions

Be open to ideas and views presented

Honor time limits, stay on task

EC 56341.1(h) It is the intent of the Legislature that the individualized education program team meetings be non-adversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs.

SAMPLE IEP AGENDA

1. Introduction of team members
2. Share the purpose/outcomes of the meeting
3. Review of Parent Rights and CAC
4. Share assessment reports and discuss/determine present levels
 - (A) General Education Teacher
 - (B) Special Education Specialist
 - (C) School Psychologist
 - (D) Other Specialists: speech/language pathologist, adaptive P.E., occupational therapist, Vision Specialist, etc.
5. Parent input
6. Review and determine eligibility (initial & triennials only)
7. Develop ITP on or before the IEP when the student turns 16 or younger as appropriate
8. Develop BSP or PBIP as appropriate
9. Develop goals and objectives
10. Discuss the placement continuum (service/program options needed)
11. Determine appropriate placement, services and accommodations/modifications
12. Review summary of notes taken during the meeting
13. Clarify next scheduled review date (remind participants that they may call an IEP team meeting at any time)
14. Sign all required forms