

SAMPLE IEP MEETING AGENDA

I. Opening:

A. Introductions

You will hear the names of all present and the role they play in your child's education.

B. Purpose

The Chairperson will state the purpose of the meeting, which should match the information on your Notice of Meeting.

C. Establish Time Parameters

The Chairperson will make sure everyone knows if someone has to leave early. Typically, meetings are scheduled for no more than two hours, as it is hard to process more information than that_in one sitting.

D. Notice of Procedural Safeguards

These are usually referred to as your "Parent's Rights." You should have received a copy if you signed an Assessment Plan. They are offered to you every year. The SELPA website has an abridged version (see Appendices) that summarizes what each of the lengthy sections in this version says.

If you have already read this document, this would be a good time to ask any questions you might have! If you have questions later, do not hesitate to ask your child's Case Manager.

E. Review of the Agenda

The Chairperson will review the Agenda and ask if anyone has any items to add. Feel free to do so- but it's always best if you can let your child's Case Manager know in advance so they can research any information you may need.

Some Agendas include time allotted for each section of the IEP. This helps keep the discussion on track and ensures all items will be discussed.

F. Ground Rules

To make sure everyone is comfortable sharing their ideas, the Chairperson usually has a set of ground rules, such as the sample given earlier in this chapter.

TRIENNIAL REVIEWS:

The purpose of a Triennial Review is to reassess your child, and for the IEP Team to reconsider eligibility for special education services. The first part of your meeting will deal with eligibility. Should your child not be found eligible, the IEP Team will brainstorm any needed supports in the general education program. If your child is found to continue to be eligible for special education services, the second half of the meeting will be an Annual Review of your child's progress, and you will hear proposed goals and services.

II. **Review of the Draft IEP:** *(Sample forms with major portions highlighted follow this Agenda)*

A. **Notice of Meeting:**

If you have not already done so, the Chairperson will ask you to sign the Notice of Meeting, indicating that you will be at the meeting.

B. **Information/Eligibility:**

The Chairperson will ask you to verify all of the Identifying Information, such as your name and address, on the first page of the IEP. If the address is different from your current address because of a recent move, you will be asked to go through the Address Verification process again, just as any family would be expected to do (this is not an IEP matter, but a district policy).

C. **For students who are in the ninth through twelfth grades, the Chairperson will begin by reviewing the components of the Transition Plan:**

You will hear your child's thoughts on their education, job, and independent living plans for after high school graduation. You will be asked for your input, as well. On the second page, you will be able to track your child's progress through the graduation requirements your district has set.

D. **Present Levels of Performance:**

This section will begin with a review of your child's strengths and interests. You will be asked if there is anything you would like to add. This will be followed by asking you to state any concerns you have about your child's progress at school.

You will then hear a description of your child's current functioning in the areas of academics, communication, gross/fine motor, social emotional/behavior, vocational, adaptive/daily living skills, and health.

The final pieces of data that will be reported are the areas of need your child has that must be addressed through specific goals. These areas must be addressed by goals in order for your child to attain Educational

Benefit is defined as the ability to earn passing grades and be promoted from grade to grade with same-age peers.

E. Special Factors:

This page will document information on your child that has to do with three areas. The IEP Team will address your child's needs if they have a Low-Incidence Disability (Visual, Hearing, or Orthopedic Impairments), the need to develop proficiency in the English Language, and any behavioral concerns that require a Behavior Goal or a Behavior Intervention Plan.

F. Review Progress On Previous IEP Goal

Before new goals can be proposed, the progress your child made on the previous year's goals must be reviewed.

G. Discussion of Proposed Goals (and Benchmarks)

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

The team will review the proposed goals for the coming year. It is a good idea to be thinking about what you would like your child to work on *that is educationally relevant* in the coming year. Educational relevance means that it has something to do with your child's learning. A goal for tying shoes would not be educationally relevant- that would be the type of OT goal that would be appropriate for a clinical setting, but not a classroom (*see Medical v Educational Model Discussion, Appendix XX*).

The discussion will begin with a reading of the Measurable Annual Goal.

H. Offer of FAPE (Services)

This will be a three part discussion. First, you will hear all of the options available to your child in the district, and the IEP Team's rationale for the one chosen by the team as being most appropriate. Additionally, the IEP Team will have a statement that addresses the team's thoughts on any potential harmful effect on your child, or the quality of services in this placement. That statement might read something like the following:

The IEP team discussed the following potential harmful effects of this placement. Possible harmful effects include 1) decreased access to the instructional opportunities available in integrated settings with typical peers; 2) decreased opportunities for appropriate social interactions with typically-developing peers; 3) potential negative impact to student's self-esteem. Given these considerations, the IEP Team does not believe there will be any *actual* significant harmful effects and determined (your child's) needs outweigh any minimal harmful effects at this time.

The second point of discussion will be any supplementary aids, services and/or other supports for school personnel, or for your child, or on behalf of your child. These may be provided in either general or special education classes (or other educationally related settings), often to maximize your child's time with non-disabled peers.

The third point of discussion will be which Special Education and Related Services your child will need. *Related Services* are those services necessary for your child to benefit from their instructional program. These can include speech and language, occupational therapy, adapted physical education, counseling, or other supports needed for your child to benefit from their specialized academic instruction. The level of support, service delivery models, and other factors will vary, depending on what base support your child already has in their program. Methodology is the district's to choose. The discussion will include anticipated frequency, location and duration of services. Also included will be the projected date for the beginning and ending of services.

Other considerations to be discussed will include special education transportation and Extended School Year services.

Extended School Year (ESY): The IEP team must consider how difficult it is for your child to retain skills after vacations and school breaks, the continuing impact of your child's disability, and if your child demonstrates a pattern of regression after long absences from school to determine if ESY services are needed. Each service provided during the year is considered individually.

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, but to protect the progress made throughout the previous school year. For more detail, please see Appendix XX; San Mateo County SELPA ESY Policy.

Transportation: The IEP Team will discuss the factors included in the San Mateo County SELPA Policy on transportation in determining whether your child requires this service. A copy of this policy is included in Appendix XX. Briefly, factors to be considered include:

1. Medical diagnosis and health needs consideration of whether long bus rides could affect a certain pupil's health (duration, temperature control, need for services, health emergencies); general ability and/or strength to ambulate/wheel; approximate distance from school or the distance needed to walk or wheel oneself to the school; consideration of pupil needs in inclement or very hot weather
2. Physical accessibility of curbs, sidewalks, streets, and public transportation systems.
3. Pupil capacity consideration of a pupil's capacity to arrive at school on time, to avoid getting lost, to avoid dangerous traffic situations, and to avoid other potentially dangerous or exploitative situations on the way to and from school.
4. Behavioral Intervention Plans (Title 5, CCR 3001 (t)) specified by the pupil's IEP and consideration of how to implement the plan while the student is being transported.

- a. Other transportation needs mid-day or other transportation needs as required on a pupil's IEP (for example, occupational or physical therapy or mental health services at another site, community based classes, etc.) must also be taken into consideration when the IEP team discusses a pupil's placement and transportation needs.