

MVED Individualized Education Plan Agenda

School Name: _____

Student Name: _____ DATE: ____ / ____ / 202()

IEP Due Date: _____ Reval Due Date: _____

First 5 Minutes:

1. **Welcome and Purpose of Meeting:**
 2. **Procedural Safeguards** if not already mailed or shared electronically. **Procedural Safeguards** must be offered **ANNUALLY** to parents.
 3. **Introductions:**
 4. **Review of Current Goals/Objectives and Progress:** **These must be in writing either on the written agenda or as a current progress report.**
 5. **Disability/Educational Need:** **What is their disability area/Area(s) of need that will be discussed at this meeting. Always refer back to the ER annually to ensure that we are addressing all need areas in the IEP.** Copy and paste from ER.
 6. **Educationally Relevant Medical Information:** **Ask about/update any medication the student is taking that may affect performance (improve or diminish) or if any new diagnosis or medical information has been found out since the last annual IEP.**
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5 Minutes TOTAL: **THIS IS NOT A CONFERENCE FOR TEACHERS!**

7. **Present Levels of Functional and Academic Achievement:** **Short review of current functioning/progress in the general education/classroom setting this should include what adaptations or modifications the teacher is currently using and the effectiveness of each.**
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10-15 Minutes:

8. **Post Secondary Transition:** **This needs to be reviewed and updated annually, beginning at age 14 or BEFORE Grade 9. Always talk to the student prior to the meeting (or at the meeting if they attend) and see if it is still an accurate picture of their long-term goal. All annual goals should be informed by the Transition needs! Delete this item if it doesn't apply.**
 9. **Progress on Goals**
 - **Goal 1:** Copy and paste goals from IEP or print a formal progress report.
 - **Progress:** Don't just list percentages; share where they were last quarter or since you last met. We must formally update each goal and objective for the annual IEP as well as progress reports.
 - **Plan of Action:** Are you going to keep this goal (and update the numbers) or change it. Remember if the goal is met we need a new goal; if they are not making adequate progress we either need to change the goal or increase services.
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10 Minutes:

- 10. Services and Settings:** List the services and minutes and discuss if more or less time is needed. Be aware that we should address the anticipated minutes for the following school year the IEP covers as well. We can and should have stop and start dates if they are changing buildings/programs and the amount of time will be different.
 - Look at each service needed and what/if any time needs to be altered.
 - Discuss how much indirect time is needed and tell the team what will be done during those times.
 - 11. Paraprofessional Services:** Review needs- Must be specific and have a plan to phase out need. IS THERE ANY ASSISTIVE TECHNOLOGY THAT COULD REPLACE A PARAPROFESSIONAL? IS THIS A SHARED PARA NEED OR ONE TO ONE? **Any para supports must be documented specifically in PWN.**
 - 12. Assistive Technology:** Really think about what we use and if they switch school what they need to use (SHOULD BE TALKED ABOUT AT EVERY MEETING)
 - 13. Transportation:** Make sure to talk about and review any needs.
 - 14. Extended School Year Data:** Mark no if you know for sure. If not mark more data needed; then in the PWN you can put that after third quarter the team will determine if there is a need.
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10 Minutes:

- 15. Modifications/Accommodations:** Copy and paste from IEP. Think about what they would need for the coming year. Will these needs change when they enter the new grade/building the following fall? Clarify any unclear statements and revise as needed.
 - 16. Positive Behavior Support Plan:** Print and review for effectiveness and any additional changes.
 - 17. Extra-curricular/Non-curricular needs:** Any needs to participate in athletics, community education programs, etc?
 - 18. Standardized Testing:** Make sure to check the district-wide assessments
 - You should mark that they get no accommodations unless they get something special like (accommodated text-to-speech, large print, paper-pencil, one-to-one testing)
 - **Standard statement for most students:** The team determined that **** will take the MCA tests with the accommodations provided by MDE (Minnesota Department of Education) these accommodations include: Extended time, frequent breaks, small group testing, and standard text-to-speech on the science and math test.
 - 19. Flexible Learning/E-Learning Days:** What is the plan?
 - 20. Next Meeting Date:** Set up any additional meetings at this time, it is easier to coordinate in person.
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- **IEP changes CANNOT go into effect until parents have given WRITTEN consent or 14 calendar days have passed. If we want the changes to happen immediately, we must present them with a PWN outlining the changes and have them sign off. (We do not need to present the entire IEP at that time).**

- IEP must be written and sent home within 10 school days or 30 calendar days (whichever is sooner), along with the PWN outlining changes. Encourage parents to sign, date and return the document and let them know that it will go into effect after 14 calendar days if we do not hear back from them.