

IEP ANNUAL REVIEW

AGENDA

1. Introductions
2. Student's Strengths
3. Parent Educational Concerns
4. Review of Progress of Previous IEP Goals and Objectives
5. Present Levels of Academic & Functional Performance
6. Explanation of Effects of Disability on Progress in General Curriculum and Functional Skills
7. Transition Plan, if applicable (all students who turn 14 ½ during the IEP)
8. Functional Behavior Assessment and Behavior Intervention Plan, if applicable
9. Proposed Goals and Objectives
10. Accommodations
 - Consideration of Special Factors
 - Supplementary Aids, Accommodations, and Modifications
 - Supports for School Personnel
11. Assessment
 - Participation and Accommodations
12. Educational Services and Placement
 - General Education without Supplementary Aids, Accommodations, Modifications
 - General Education with Supplementary Aids, Accommodations, Modifications
 - Special Education or Related Services within the General Education Environment
 - Special Education Services Outside the General Education Environment
 - Related Services Outside the General Education Environment

Determine location of special education services if other than home school.
13. Special Transportation & Extended School Year

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_____ Assign a note-taker to document discussions on the Additional Notes page.

_____ If less than 10-day written notification, obtain parental signature on Parent/Guardian Waiver of 10-day Written Notification of Conference.

_____ If not all IEP participants present, obtain signature on Parent/Guardian Excusal of IEP Team Member. (If anyone leaves during meeting, get consent for excusal for partial participation.)

_____ State that the IEP is a draft only. Provide copy of draft IEP to all participants.

_____ Ask parent to review the address and phone number and other identifying details for accuracy.

_____ Explain purpose of meeting is to meet the requirement that all IEPs are reviewed at least annually to determine the progress the student has made and to develop new goals and objectives and determine the services and placement to meet their individual educational needs. State that the services and placement will not be determined until near the end of the meeting.

1. Introductions

_____ Ask each IEP participant to state their name and title.

_____ Send around the Conference Summary Report and explain that everyone is to sign in to indicate their attendance. While everyone is signing in, begin with the student strengths.

2. Student's Strengths

_____ Share what is written and ask if anyone has any other strengths to add.

3. Parent Educational Concerns

_____ Let parent know that their input in the IEP process is important. Ask them if they have specific concerns about their child's education. Remind them they can provide input at anytime during the meeting. Remember to return to this section of IEP anytime during meeting that concerns are mentioned or write "See additional notes."

4. Review of Progress of Previous IEP Goals and Objectives

_____ Briefly review the progress on the previous IEP goals and objectives. Stick to the data used to determine progress. Basically state what the skill the goal was addressing and if the student met the goal. (Copies should be attached to the Draft IEP so it is not necessary to read all sections.) Explain that you will use this information to determine present levels of performance and propose different goals for this next IEP.

5. Present Levels of Academic Performance

_____ Review what is written. Review should include information from past evaluation as well as any current standardized district or state assessments or curriculum-based measurement/progress monitoring data. Indicate strengths and areas in need of improvement.

6. Present Level of Functional Performance

_____ Explain that functional performance is how the child functions in his/her environment. Review what is written. Review should include behavioral data. Indicate strengths and areas in need of improvement. For students with Autism, review the 7 areas of consideration on the IEP Attachment form and explain how it was used to address this section.

7. Explanation of Effects of Disability on Progress in General Curriculum and Functional Skills

_____ State student's disability. Explain some of the adverse effects of the disability. Have them refer to what you wrote on Draft IEP.

8. If 14 ½ or older during this IEP, review Transition Plan.

_____ Explain that the transition plan is a way to ensure that we are preparing students for life after high school. Explain that we address future employment goals, possible college or training after graduation, and any needs for living independently after graduation. Simply state that based on assessments, the student has goals to And will need to consider courses such as....and will need supports such as.....

Since they have a copy of the Draft, briefly review the goals and specific suggestions on courses or activities that would help them meet their goals on page 1 and then go to page 2 and indicate that this page reflects more activities that either have already been completed or will be completed to help them meet their goals for transition after high school. Highlight a few areas and ask if the team has any other activities to add.

9. If behavior impedes learning, review Functional Behavior Assessment and Behavior Intervention Plan

_____ Explain that because the student's behavior impedes his learning or the learning of others, an assessment of his behavior was conducted. State that based on this assessment you selected the target behaviors of (state target behaviors) and you looked at when, where, and how often the behaviors occur, and you looked at what happens immediately before and immediately after the behavior, and you made a guess about the function or purpose of the behavior which was (state function listed.) Explain that you then used that information to draft a behavior plan of interventions that would help the student learn to (state the replacement behavior). These interventions include....(then review page 2 of behavior plan in detail). They have the forms there to review, so you don't need to necessarily read each section of the FBA and BIP. Ask if there are any additional interventions the IEP team would like to add.

10. Proposed Goals and Objectives

_____ Explain that based on the student's present levels of performance, their transition plan, and the behaviors targeted, you have drafted some goals and objectives. Briefly restate the present levels discussed earlier in the meetings by stating the deficit area and what the student can and cannot do in that area. Share the goal and briefly review the objectives. No need to read all components of objectives.

_____ Ask IEP team if they have any additional goals to address.

11. Accommodations

- ____ Explain that the next step is to determine ways you will accommodate for the child's disability.
- a. Consideration of Special Factors
- ____ Read each and state if they are applicable or not.
- b. Linguistic and Cultural Accommodations
- ____ State if applicable or not.
- c. Supplementary Aids, Accommodations, and Modifications
- ____ Explain each accommodation you are proposing and why it is necessary for that student's disability. Be specific. Ask for input.
- d. Supports for School Personnel
- ____ Ask the school personnel if they have any needs for special training, supports, or consultation to address this student's educational needs.

12. Assessment

- a. Classroom Assessments
- b. District Assessments
- c. State Assessments
- d. Assessment Accommodations

____ Explain that students with disabilities are expected to participate in assessments but may need accommodations due to the impact of their disability. State your recommendations for the student to participate in classroom, district, and state assessments and explain why you are recommending the accommodations you have listed. If IAA is considered, be sure to review the IAA checklist. Ask if IEP team agrees.

13. Educational Services and Placement

____ Explain that this section is blank on the Draft IEP because the IEP team needs to determine the educational services and placement.

____ Explain that services and placement are based on the least restrictive environment to meet the student's educational needs. Explain that the team is required to consider general education before discussing special education services and if certain services or placements are not appropriate then the team needs to explain why they are being rejected.

____ Systematically go through each of the 5 options below and after each one explain why it is not appropriate for the student. Address any harmful effect for the final placement selected.

- General Education without Supplementary Aids, Accommodations, Modifications – Ask if the student could participate in any general education classes or activities like any other general education student without any supports or accommodations. If so, list them. If not, list NONE
- General Education with Supplementary Aids, Accommodations, Modifications – Ask if the student could participate in any general education classes or activities if the supplementary aids and accommodations previously listed were provided. If yes, list classes and activities. If not, list none. Be sure to also address extracurricular activities.
- Special Education or Related Services within the General Education Environment – Ask if the student's needs could be met by the special education teacher or related service provider working with them inside a general education class or activity. If so, list what service would be needed and how many minutes per week.
- Special Education Services Outside the General Education Environment
Ask what special education services are needed to meet the student's educational needs. List the services needed and the minutes per week.
- Related Services Outside the General Education Environment

Ask what related services are needed for the child to benefit from their special education services.
List the services needed and the minutes per week.
Determine location of special education services if other than home school.

14. Special Transportation

_____ State if the student will require a separate bus for special education students or other transportation accommodations.

15. Extended School Year

_____ State that students who regress in their skills over breaks, such as over the summer, and does not recoup or learn those skills again in a reasonable amount of time (6-8 weeks), then the student is eligible for services during the summer. Data must support this decision. This is not summer school. If the child qualifies due to regression-recoupment, then the student is eligible and the team decides which of the IEP goals need to be addressed and when the ESY will occur.

16. Review Parental Concerns

_____ Before concluding the meeting, ask the parent if all of their concerns were addressed or if they have any other concerns regarding the IEP.

_____ Go ahead and dismiss other team members.

17. Review Procedural Safeguards with Parent

_____ Thoroughly review the procedural safeguards, highlighting each section. Note on the Conference Summary Form the date of review and your name.

18. _____ Obtain Parental Signature on Notification of Conference if Change of Placement made

19. _____ Provide copy of Behavior Intervention Procedures

20. _____ Provide copy of IEP to parent. Provide parent with copy of entire IEP, including any handwritten changes.

_____ No later than 2 weeks after IEP meeting, type in all changes exactly as written on the copy given to parent.

_____ Attach the Checklist for IEP Annual Review.

_____ Send the original form to Judy Miller at VASE.

_____ Mail a final copy to the parent.

_____ Mail a final copy to the home school.

_____ Give copies to all IEP team members, including the general education teacher.