

## Agenda for IEP Meetings – Format 1

- ❖ Introductions
- ❖ Clarify purpose of the IEP Meeting
- ❖ Establish time parameters, if any
- ❖ Review Parent Rights (note if decline)
- ❖ Update student information on Information and Eligibility (Form 1)
- ❖ Review of current assessment report(s) from the district
- ❖ Review of current independent assessments, if any
- ❖ Discuss PRESENT LEVELS OF ACADEMIC ACHIEVEMENT & FUNCTIONAL PERFORMANCE, including student strengths and parental concerns (Form 2)
- ❖ Review/determine eligibility for all areas of suspected disability.
- ❖ For a student who is eligible, continue with all IEP pages
- ❖ Mark Primary (P) and, if appropriate, Secondary (S) on Form 1
- ❖ If assessed for SLD, complete SPECIFIC LEARNING DISABILITY TEAM DETERMINATION OF DISABILITY (Forms 9A and 9B)
- ❖ Discuss INDIVIDUAL TRANSITION PLAN, at age 15 if student will turn 16 years of age prior to the next IEP and/or if 16 years of age or older (Forms 2A and 2B)
- ❖ Discuss and get consensus on proposed goals and any required objectives (Form 3)
- ❖ Complete SPECIAL FACTORS Page (Form 4)
- ❖ Discuss SERVICES and EDUCATIONAL SETTING as Offer of FAPE (Forms 5A and 5B)

- ❖ Read IEP TEAM MEETING COMMENTS/CONTINUATION PAGE (with PWN when appropriate (Form 7)
- ❖ Sign SIGNATURE AND PARENT CONSENT (Form 6)

\*\*\* When done be sure to upload all signature pages to SEIS and put a originals in PSR

## Agenda for IEP Meetings – Format 2

- A. Introductions
- B. Clarify purpose of meeting and establish parameters
- C. Review Parent Rights and Procedural Safeguards
- D. Update Student demographics on IEP
- E. Review all current assessments
- F. Identify present levels of functioning
- G. Review or determine student's eligibility criteria
- H. Develop transition plan for all students 15 or older
- I. Develop goals and any required objectives
  - 1. If initial IEP, develop goals and any required objectives
  - 2. If review IEP, review prior goals and any objectives, and document student's progress toward achievement thereof (e.g., met or not met)
- J. Consider special factors such as assistive technology, low incidence, PE, transportation, English Learner, behavior, participation in State/District wide assessments
- K. Determine supplementary aids and services, accommodations/modifications, and supports for school personnel – For each, include start/end date, frequency, duration and location
- L. Determine special education and related services, and extended school year – For each, include: start/end date, provider, if services will be Individual (I) or Group (G), frequency, location, and duration
- M. Discuss educational setting, percentage of time, rationale, any additional assessments needed, other agency services, promotion criteria, progress reporting, activities to support transition, and graduation plan
- N. Read IEP TEAM MEETING COMMENTS/CONTINUATION (with PWN when appropriate) PAGE notes
- O. Obtain signatures and parent consent

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## Agenda for IEP Meetings – Format 3

- Introductions
- Review Procedural Safeguards
- Explain Purpose of Meeting
- Discuss Assessment Results (if applicable)
- Determine Eligibility (if applicable)
- Discuss Present Levels, including student strengths and parent concerns
- Discuss Transition Plan (if 15 years or older)
- Discuss Goals and Any Required Objectives
- Discuss Special Factors
- Discuss Services: Options considered, supplementary aids and services, special education and related services, ESY
- Clarify offer of FAPE
- Read IEP Team Meeting Comments/Continuation Page (with PWN when appropriate)
- Obtain Signatures and Parent Consent