

SECTION 2

IEP Meetings

**Types,
Sequence,
and Resources**

TYPES OF IEP MEETINGS

An IEP team meeting must be held when the following occurs:

- When a formal assessment has been conducted
- At least annually to review progress, goals, related services and supplementary aids and services and make any revisions to the IEP
- Every three years to determine continued eligibility
- Within 30 days when a parent or education staff member requests a meeting to review and/or revise the IEP
- When a student demonstrates a lack of anticipated progress
- When placement in a more restrictive program is under consideration
- Within 30 days after an administrative placement of a transfer student into any special education program
- For any change of placement, including those involving discipline
- When a Manifestation Determination must be made due to student discipline issues

Although the structure and sequence of IEP meetings are the same, the purpose may be different. It is important to check all appropriate boxes on the meeting notice stating the purpose(s) of the meeting. As you prepare the agenda for the meeting, be sure it is linked to the specific purpose(s) of the IEP meeting.

Initial IEP

The IEP is convened at the conclusion of the assessments conducted to determine initial eligibility. Anyone may refer for special education eligibility assessment but, of course, parents must be in agreement and give written permission through a signed assessment plan. Assessments must be conducted in all areas of suspected disability. Procedural safeguards and thorough explanations are critical as “informed consent” is the standard. Parents must understand that permission for this assessment may lead to the recommendation for special education eligibility.

The purpose of the initial IEP is to review all assessment data/reports, develop present levels and determine eligibility. If eligible, the team goes on to address all areas of need through goal development, determination of needed supports & services. Once service needs are identified, the team must consider the continuum of placement options & determine where services should be delivered. The place most closely aligned to the general education placement the student would otherwise attend is the student’s least restrictive environment. Annual reviews, reviews in general and triennials all flow from the initial IEP meeting.

Annual Review

Once a student has been found to be eligible for special education and related services, a review of the IEP placement, related services and supplemental aids and services shall be held annually. The annual review procedures should be conducted so that the IEP that is to be the basis of an upcoming school year’s programming is finalized prior to the start of the new school year. There must be an IEP in effect at the beginning of each school year.

Parents shall be provided with a copy of their parents’ rights and procedural safeguards at the annual IEP team review. The case manager shall be responsible for coordination of the annual review. IEP reviews must be conducted by at least the minimum required membership of the IEP Team that made the initial placement.

Each IEP review shall be conducted in accordance with the notice and scheduling requirements for the initial assessment. If a parent requests an IEP review the IEP team meeting shall be held within 30 days of the request.

When reviewing a student's progress at the annual IEP review, the IEP team must consider the following when determining whether changes are needed in the student's program:

- Any lack of expected progress toward the student's annual IEP goals and in the general education curriculum, where appropriate.
- The results of any reevaluation.
- Information about the child provided to, or by, the parents.
- The child's anticipated needs.
- Any other relevant matters.

Triennial Review

A reevaluation of the student shall be conducted at least once every three years or more frequently, if conditions warrant a reevaluation, or if the student's parent or teacher requests a reevaluation and a new individualized education program is to be developed. If the reevaluation so indicates, a new individualized education program shall be developed. Reassessments shall be administered by qualified personnel who are competent in both oral or sign language skills and written skills of the individual's primary language or mode of communication. The evaluator must also have knowledge of the cultural and ethnic background of the child. If it is clearly not feasible to do so, an interpreter must be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. CCR 3023 A

As part of any reevaluation, the individualized education program team and other qualified professionals, as appropriate, shall do the following:

1. Review existing assessment data on the student, including assessments and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related services providers' observations.
2. On the basis of this review and input from the student's parents, identify what additional data, if any, is needed to determine:
 - Whether the student continues to have a disability.
 - The present levels of performance and educational needs of the student.
 - Whether the student continues to need special education and related services.
 - Whether any additions or modifications to the special education, related services and supplemental aids and services are needed to enable the student to meet the measurable annual goals set out in the individualized education program of the student and to participate, as appropriate, in the general curriculum.

In the event it is determined that a file review will suffice for the triennial evaluation, a summary of pertinent information and the determination of continuing eligibility shall be developed and presented to the IEP team.

If the IEP team and other qualified professionals, as appropriate, determine that no additional data is needed to determine whether the student continues to be an individual with exceptional needs, the District shall provide prior written notice to the student's parents of that determination and the reasons for it, and the right

of the parents to request an assessment to determine whether the student continues to be an individual with exceptional needs; however, the District shall not be required to conduct an assessment unless requested by the student's parents.

No reevaluation shall be conducted unless the written consent of the parent is obtained prior to reevaluation except when the District has taken reasonable measures to obtain consent and the parent has not responded.

The Regulations require that the District have a record of its attempts to request consent for reevaluation in meeting the reasonable measure requirement. At the very least, three attempts must be made to contact the parent by note, telephone, home visit, and or by mail. All attempts must be documented.

Review

An IEP meeting shall be held at least annually, and more frequently if requested by the parents or a member of the IEP team. The IEP review meeting must be held within 30 days of the request for the meeting. The purpose of a review IEP shall be to discuss additions and/or revisions to the IEP that are necessary to provide a FAPE for the student. For a review IEP team meeting, only those IEP team members whose services are being discussed are required to attend, although all members of the IEP must receive a copy of the revised IEP document/addendum IEP.

30 Day Administrative Placement/Transfer Students

If a student with a disability (who had an IEP that was in effect in a previous district within the state) transfers to a new district in the same state, and enrolls in a new school within the same school year, the new district (in consultation with the parents) must provide the student with FAPE, including services comparable to those described in the previously held IEP, until it adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student transfers from outside the San Joaquin County SELPA, the receiving district is required to hold an IEP within 30 days. If a student transfers from a district within the SELPA, the receiving district is not required to hold a 30 day review IEP. In either case, an Individual Assessment Plan (IAP) must be signed if additional assessment is to be completed.

In the case of a student with a disability who transfers school districts within the same academic year, who enrolls in a new school, and who had an IEP in effect from another state, the district must provide the student with FAPE, including services comparable to those described in the previous IEP, in consultation with the parents until such time as the LEA/District conducts an evaluation, if determined to be necessary, and develops a new IEP, if appropriate.

To facilitate either an in-state or out-of-state transfer, the new district where the student now resides shall take reasonable steps to promptly obtain the student's records, including the IEP, any supporting documents and other records concerning the provision of special education or related services. The prior district where the student was enrolled shall take reasonable steps to promptly respond to the request from the new district.

Manifestation Determination

Students with disabilities who violate a code of student conduct may be removed from their current placement to another setting or suspension for not more than 10 days, so long as the same change in placement would be made in the case of a nondisabled student. In other words, special education students may be disciplined in the same manner as regular education students for up to 10 days, sometimes referred to as the "FAPE free zone." It is important to carefully track the number of days of removal for special

education students during this 10 day period because special education student discipline protections and procedures must be followed for removals immediately starting on the 11th day of removal. A “manifestation determination” means the evaluation of the relationship between a student’s disability and the behavior subject to the disciplinary action. The manifestation determination shall be made immediately if possible, but in no case later than 10 school days after the decision to take serious disciplinary actions such as suspension or expulsion.

The manifestation determination review is conducted by the district, the parents, and relevant members of the IEP team as determined by the district and the parent. This review does not have to be conducted by the full IEP team. The individuals involved in making the manifestation determination are charged with reviewing all relevant information in the student’s file, including the IEP, any teacher observations and any relevant information provided by the parent. The purpose of this review is to determine the following:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability, or
2. If the conduct in question was the direct result of the district’s failure to implement the IEP.

Note: The suspension/expulsion shall not go forward if the answer to #1 or #2 is affirmative.

Only if the district concludes, after performing a manifestation determination review, that the misconduct was not related to the student’s disability, can it impose the proposed disciplinary sanction (except for removals due to special circumstances, i.e., weapons, drugs or infliction of serious bodily injury which can be made without regard to whether the behavior is a manifestation of the disability). If a district seeks to change a student’s placement after the manifestation determination meeting is held, the district must convene an IEP to determine appropriate placement.

(For more information, see: San Joaquin SELPA Behavior/Behavioral Intervention Manual, Section G, Manifestation Determination, Suspension and Expulsion)

IEP TEAM MEMBERS

Parents One or both of the child’s parents are considered necessary members of the team. While a school district cannot compel the attendance of parents in the same way it can demand attendance of its own personnel or contractors, it must ensure that parents are invited and encouraged to attend.

Regular education teacher(s) A child’s IEP team must include not less than one general education teacher, if the child is, **or may be**, participating in the general classroom environment. The general education teacher must be knowledgeable of the curriculum and setting into which the student may be integrated. If a student is not currently participating in general education, a general education teacher is not required. However, if the team or a team member indicates that the student may benefit from integrating or mainstreaming into a general education setting, the meeting must be adjourned and reconvened with a general education teacher present. If minimal integration is proposed, such as recess, input from a general education teacher can be made in writing if the team agrees to a written excusal of the teacher’s presence at the meeting.

In the situation in which there is more than one regular education teacher, the IEP Team need not include more than one regular education teacher. The regular education teacher who serves as a member of a child’s IEP Team should be a teacher who is, or may be, responsible for implementing a portion of the IEP so that the teacher can participate in discussions about how best to instruct the child. If the child has more than one

regular education teacher responsible for carrying out a portion of the IEP, the LEA may designate which teacher or teachers will serve as the IEP member(s), taking into account the best interest of the child. An LEA also could agree that each teacher attend only the part of the meeting that involves modification to, or discussion of, the teacher's area of the curriculum.

Special education teacher(s) The IDEA requires inclusion on the team of not less than one special education teacher, or where appropriate, not less than one special education provider. The choice of the particular individual(s) is up to the district, but it should select, to the extent possible, the person who is (or will be) responsible for implementing the child's IEP. If a student is receiving services at a private school, the provider of services at the private school should attend the meeting. Also note that a child's related services provider will not always qualify as his special education provider.

District representative A representative of the local educational agency who meets all of the following:

- is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of individuals with exceptional needs
- is knowledgeable about the general education curriculum
- is knowledgeable about the availability of resources of the local educational agency and/or SELPA
- is authorized to make decisions on behalf of the school district, commit its resources and be able to ensure that whatever services are set out in the IEP actually will be provided

Evaluator An individual who can interpret the instructional implications of evaluation results. The law does not preclude other team members (except the parents and the child) from serving in this capacity.

Other individuals At the discretion of the parent, guardian, or the local educational agency, other individuals who have knowledge or special expertise regarding the pupil, including related services personnel as appropriate. The determination of whether the individual has knowledge or special expertise regarding the pupil shall be made by the party who invites the individual to be a member of the IEP team. Attorney General opinion (85 Cal. Atty. Gen. 157 -2002) stated that members of the media may not attend IEP team meetings as observers even though parents/guardians have consented to such attendance. The Attorney General based the decision on the fact that the media would be "observers", not "a person with knowledge or expertise regarding the student."

Additionally, according to 34 CFR 300.321 (f), in the case of a child previously served under Part C, "an invitation to the initial IEP meeting shall, at the request of the parents, be sent to the Part C services coordinator or other representatives of the Part C system to assist with the smooth transition of services."

Student Wherever appropriate, the child must be a member of the Team. The local educational agency shall invite the student to attend his/her IEP meeting when the IEP team convenes a meeting to discuss postsecondary goals and the transition services needed to assist the student in achieving those goals. If the student does not attend the transition services meeting, the district must take other steps to ensure his preferences and interests are considered.

EXCUSALS

A member of the IEP team may be excused from attending the IEP team meeting in whole or in part if the parents and LEA **agree in writing** because the area of curriculum or related service provided by that team member is not being modified or discussed. (34 CFR 300.321(e) (1))

An IEP team member may be excused from attending an IEP team meeting even if his/her curriculum or related service area is being discussed by the written agreement and consent of the parent and the LEA. The

excused team member shall submit their input in writing to the team prior to the meeting. (34 CFR 300.321(e) (2))

COMPONENTS OF THE IEP

Both federal and state law require an IEP meeting to follow a legally determined sequence which focuses the IEP team's discussion in a logical manner leading to its decisions. The basic required components of an IEP in order by law are as follows:

- a statement of the individual's present levels of academic and functional performance
- a statement of measurable annual goals
- a description of how the goals will be measured and when progress toward meeting the goals will be reported
- a statement of the special education and related services and supplementary aids and services to be provided and the program modifications or supports for school personnel
- an explanation of the extent (if any) to which the pupils will not participate with non-disabled students in the regular class
- a statement of appropriate individual accommodations necessary to measure academic and functional achievement on district-wide and state assessments
- the projected date for the beginning of services and the anticipated frequency, location and duration of the services
- appropriate measurable postsecondary goals (MPSG) based on age-appropriate transition assessments and the transition services to be provided. Beginning not later than the first IEP to be in effect when the pupil is 16 years of age, or younger if determined appropriate by the IEP team, the IEP must contain such MPSGs. The Individual Transition Plan (ITP) is part of the student's IEP and not a separate document. **(See Section IV- Transition Services)**

SEQUENCE OF THE IEP

An IEP has a logical sequence and follows a legally required series of steps. They can be summarized as follows.

Assessment results and present levels of performance lead to the determination of eligibility (in an initial or triennial IEP). If eligible, assessment information and present levels of performance are then the basis for the development of measurable goals to meet the student's identified needs. The program and/or services that will implement the goals are then developed and offered. Placement and services are determined based upon where and how the goals can most appropriately be implemented in the least restrictive environment. Finally, parents' written consent is obtained.

In addition to these major tasks, the IEP team is required by law to discuss and describe the other legally required components that must be agreed to and included in the completed IEP document. (See above, Components of the IEP) By carefully following the San Joaquin County SELPA IEP forms, addressing every area and leaving nothing blank, the legal requirements for the contents of the IEP will be met.

It is very important to follow proper sequence in the IEP. For this reason it is recommended that an agenda be developed that states the purpose(s) of the meeting and outlines the order of the meeting's tasks in the proper sequence. (See Sample Agenda at the end of this section.) If the team strays from the topic or attempts to proceed out of the proper sequence, carefully redirect them to the agenda. For example, a team will often want to jump from determination of eligibility to placement and services before drafting goals. This sequence is legally and logically wrong since the goals determine the team's decisions about placement and services. For items brought up by the team that are not on the agenda, it's a good idea to use a "Parking Lot" poster or whiteboard to capture topics of concern to be addressed at a later time.

IEP TEAM RESOURCES

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."

In a large meeting it is often advisable to send around a sign-in sheet to assist the note taker in spelling accuracy and in identifying meeting participants.

- **Purpose (document in notes)**

"The purpose of today's meeting is an annual, or yearly, (or other) 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."

Be sure to state all the purposes of the meeting as they were checked on the meeting notice.

- **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 a 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/Procedural Safeguards (Document in notes)**

"Here is a copy of your Parent's Rights/Procedural Safeguards. Please remember that it is very important that you are actively involved in the educational planning for your child and that the IEP team will make no changes in your child's program or services without your input, knowledge and consent. Do you understand your Parents' Rights? Would you like to review or discuss any part of

them? If you ever have questions or concerns about (student's name) IEP, please contact me. If needed, 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.”

“This brochure describes the Alternative Dispute Resolution (ADR) process, which SJCOE provides to address situations where the IEP team needs assistance in reaching agreements. Do you have any questions about any of this material?”

- **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 items that need follow-up.” *(To parent)* “What discussion items would you like to add to the agenda?”

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

Also use the hand-out, 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
- Silence electronic devices

“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 process 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 all assessments completed respective to the child’s needs Remember if you are going to write a goal there should be baseline data in the present levels or in assessments. All needs of the student identified in the present levels of performance must be addressed in the IEP.

“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(s)**

Team members share data on progress made on previous goals.

“Are there any questions or comments about this area? Do we have agreement on which goals have been met and which need further revision?” **(Document in notes and fill out appropriate IEP forms)**

Establish Goals and Benchmarks

- *Benchmarks are legally required for students assessed by alternative means, that is, students taking CAPA, and for English language learners. However, most San Joaquin County SELPA district special education directors require goals and benchmarks to be developed for all students in order to better track student progress toward goals and to provide data for required timely progress reporting to parents. Check with your district director regarding benchmarks.*

- *Guide the team in the discussion: “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 they are accomplished. Also, the goals are based on assessment; and should be reasonably calculated to be 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

Be sure the service box of the IEP is completely filled out.

Special Education and Related Services

- anticipated frequency, location and duration
- projected date for the beginning of services
- location of services is defined as the type of environment where the services will be provided

Avoid “as needed” or “up to 60 minutes”. The offer must be clear, i.e. Speech and Language services, 2 times per week for 30 minutes each session, 1 session individually, 1 session group in the speech room. Don’t leave loose ends such as: “Speech therapist will decide...”. Decisions regarding a student’s placement and services are made by the IEP team. Refer to your district special education administrator on using number of sessions per year.

Supplementary aids and services and assistive technology

- Supplementary Aids and Services are 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. Remember to indicate anticipated frequency, location, duration and projected date for beginning of services.

Related Services

Related services are those services necessary for a student to benefit from his or her instructional program. Language, Speech and Hearing, Occupational Therapy, Adapted Physical Education, Counseling, transportation, music therapy, etc are some related services. The level of support, service delivery models, etc., will vary depending on what base support the student already has in his or her program. Methodology is typically left up to the district.

In general, related services are provided in conjunction with other base programs such as RSP or SDC. However, there are four services that can stand alone without need for a base program to be in place. These are: Language, Speech and Hearing, Adapted Physical Education, Transition and Travel Training.

Please note: a student must be eligible for special education under one of the disabling conditions in order to be eligible for a stand alone service.

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 over 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. ESY must meet the LRE requirement. **(See Section V, Extended School Year)**

General education accommodations and modifications

See Section 3

Participation in State assessments

See Section 3

PLACEMENT OPTIONS THAT MAY BE CONSIDERED BY THE IEP TEAM

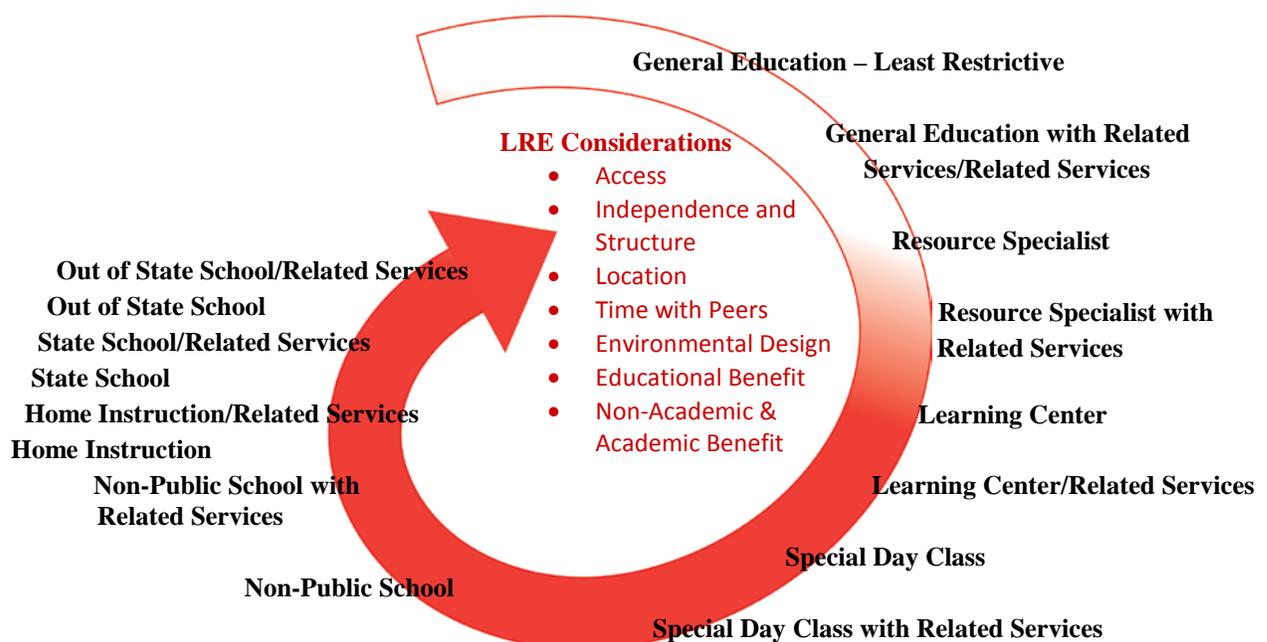
After services are determined, IEP team determines “where” services are best provided for the individual student. It is the IEP team’s responsibility to determine the Least Restrictive Environment (LRE), or the place on the continuum below closest to general education, where the student can make appropriate progress and gain **educational benefit**.

While there may be a great deal of discussion, disagreement and debate, ultimately the team makes one offer of placement and services that they believe will provide the student with FAPE in the LRE.

Consideration of Least Restrictive Environment: The team must assure to the maximum extent appropriate that the student is educated with non-disabled peers. Consider questions such as: can it be at the school of residence? What accommodations and/or modifications will help support the student in general education? This consideration also applies to ESY.

Considerations of FAPE: The proposed placement should provide specially designed instruction to meet the unique needs of a disabled student supported by such services as are necessary to permit the child to benefit from the special instruction at no cost to the parent. It does not mean maximizing the child’s potential and may not be the “best” education that money can buy. However, a student is expected to show more than minimal educational benefit over time in the recommended placement.

IDEA in general tells us that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Remember that LRE is based on individual needs. Appropriate placement and services for one student may be too restrictive for another student. For example, placement in a general education setting with a modified curriculum and a one-to-one assistant, creating a class within a class, may restrict a student’s development rather than support it. The following chart indicates the common progression of placement options from the *least restrictive* to the *most restrictive*, clockwise.



TRANSITION PLANNING

An appropriate Individual Transition Plan (ITP) shall:

include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.

include a description of the transition services, including courses of study needed to assist the pupil in reaching those goals.

be designed through an outcome-oriented process that promotes movement from school to post school activities, including postsecondary education, vocational training, and integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation.

be based upon the individual student's needs, taking into account the student's preferences and interests.

include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

CONCLUDING the IEP

- Read notes for the team and make corrections before adjourning. Document that the notes were read and corrected.
- Review the total IEP. Be sure that every section and box on IEP forms has been addressed and filled out.
- Develop action plan / schedule next IEP as appropriate.
- Confirm agreements and ensure understanding that there is CONSENT given for services and placement.
- Offer IEP for signature (team members and parents). Review the signature box. Everyone signs in attendance.
- Parents may take a copy of the IEP home if needed to review before signing original. Keep the original with other team members' signatures in file. Discuss when parent will be responding to the district offer and where original IEP will be made available for parent signature.

Audio/Video Recording of the IEP Meeting

The parent, district, SELPA, or county office shall have a right to electronically record the proceeding of individualized education program meetings on an audio recorder. The parent, district, and or special education office shall notify the members of the individualized education program team of their intent to record a meeting at least 24 hours prior to the meeting. If the district, special education local plan area, or county office initiates the notice of intent to audio record a meeting and the parent objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded on an audio recorder.

It is not SELPA policy to allow meetings to be videotaped due to confidentiality issues.

(sample)

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

Silence electronic devices

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/CAC and ADR information
4. Share assessment reports and discuss/determine present levels
 - A. General Education Teacher
 - B. Special Education Teacher
 - C. Psychologist
 - D. Other Specialists: Speech/Language Therapist, Adaptive P.E., Occupational Therapist, Physical Therapist, Counselor, Vision Specialist, etc.
5. Parent input
6. Review and determine eligibility criteria (initial & triennials only)
7. Develop ITP at age 16 or younger, as appropriate
8. Develop BIP, 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

Remember: You never need to subject yourself or the team to verbal abuse. If the ground rules are not observed after a reminder, you should take a short break to allow team members to cool off. If that doesn't help, you may want to adjourn the meeting "until such time as we can do the work of the IEP team in a more productive and respectful manner."

SAMPLE ACTION PLAN

**San Joaquin County Office of Education Special Education Local Plan Area
FOLLOW UP ACTIONS REQUIRED FOLLOWING THE I.E.P.
(NOT IEP FORM – SUPPORTING WORKSHEET ONLY)**

Student Name: _____ Birthdate: _____ IEP date: _____			
Actions Required Following the IEP			
Action – Add detail as Appropriate	Responsible Personnel	Position	By When
<input type="checkbox"/> Placement			
<input type="checkbox"/> Transportation			
<input type="checkbox"/> Modifications and Accommodations Implementation			
<input type="checkbox"/> Case Management			
<input type="checkbox"/> Copy of IEP to all Service Providers			
<input type="checkbox"/> Agency(s) referral			
<input type="checkbox"/> Other			
<input type="checkbox"/> Other			

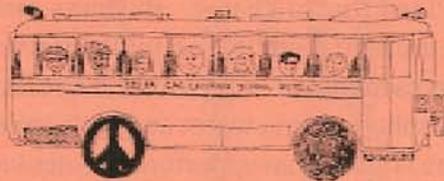
ADDITIONAL MEETING TIPS

(While waiting for everyone; waiting for forms to be completed, etc.)

- Provide a CAC Parent Resource Handbook.
- Be ready to provide data showing student progress
- Bring materials/books used in classes. Ask the parent to look through them to get an idea about the type of work their child is expected to do.
- Have a portfolio of student's work available to look through. Focus on what the student can do, on improvement and on growth.
- If the meeting is in your classroom and the child is at the meeting, ask the child to show the parent around the room, share some of the work and materials. It might be helpful to rehearse with the child in advance so they know what to show the parent.
- Ask team members ahead of time to be ready to fill in time by talking to the parent: small talk, discuss upcoming school and/or community activities, possible future plans for the student (moving on to junior high, high school, graduating), school/community activities that might be interesting and appropriate for their child, discuss the IEP process (did they feel comfortable, involved, are there questions/concerns to address the next time?)
- Parking Lot: Have a chart or other place where items of concern not on the agenda or brought up out of agenda order can be captured for later discussion.

San Joaquin
SELPA

Community
Advisory
Committee



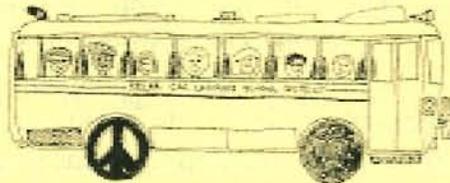
*Parents, Educators and
Agencies working together
to share information
and build knowledge.*

San Joaquin
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2707 Transworld Drive
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SELPA
San Joaquín

***Comité del
Consejo de la
Comunidad***



***Padres, Educadores y
Agencias trabajando
juntos para compartir
información y construir el
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