

## IEP MEETING PLANNING AND AGENDA

### Planning:

- Contact parents at least four weeks prior to the annual meeting date to discuss available dates and times for scheduling the meeting.
- Check with potential LEA's and other required team members to discuss available dates and times for scheduling the meeting.
- Schedule the IEP meeting for a date at least two weeks in advance of the annual meeting date, notify the team members (including parents) of the meeting date and time and then contact the Special Education Administrative Assistant and request that invitations and appropriate paperwork be sent to the meeting participants.
- Review data and solicit input from the staff working with student (teachers, paraprofessionals, guidance counselor, behavior strategist, administration, social worker, parents, etc.)
- Discuss with the student strengths, areas needing improvement and any other concerns or areas that the student feels needs to be addressed or considered.
- Use the data collected and the input from others to develop a draft IEP. For more difficult situations you may use the data and input to develop possible placement and/or programing possibilities for the IEP team to consider.
- If you are anticipating a difficult meeting, the discussion of resources that will result in the need for additional financial resources, or you need additional guidance or support, please schedule a meeting the Director of Pupil Services and Special Education at least one week prior to the scheduled meeting.
- Plan with the student and/or teach the student appropriate skills in order to be as much a part of their IEP meeting as possible (This could be anything from attending the meeting to facilitating the meeting).
- Prepare a meeting agenda and any written notes for your own reference for minutes of service, etc. The team needs to agree on these, but it is efficient if you have an idea of what would be appropriate.

### Handouts for each participant:

- Agenda
- Assessment/achievement data to support the "Present Level of Performance" and the need for continued special education services. This could be academic and/or behavioral in nature.
- Written progress reports from staff unable or not needing to attend the meeting.
- A **draft** of proposed goals and plans (could include PBIP's, level plans, crisis plans, or escort plans).

### Meeting Agenda Components:

- Comfortable Environment/Introductions
  - Offer the parent a bottle of water, paper for notes and a pen or pencil.
  - Parent rights and procedural safeguards (Explain right to suspend the meeting, etc.)
  - Introduce the participants and explain their relationship to the child.
  - Remind team members that they are equal participants in the development of the plan.
  - Establish ground rules if you feel it is necessary.
  - Ask if anyone has any questions before you begin the meeting.

- **Statement of the Purpose of the Meeting:**
  - Most generally, the purpose will be to develop an individualized education program that increases student success and independence in the following domains: physical, social/emotional, leisure, functional routines, and functional academics.
  
- **Review the Year Ending Annual Goals**
  - Did the student achieve the goals?
  - If yes, celebrate the success
  - If no, what progress was made and how can we do things differently to get better gains this next year?
  
- **Work through the various components of the IEP**
  - Present Level of Academic Achievement and Functional Performance
  - Special Factors
  - Annual Goals
  - Participation in State and District Assessments
  - Transition
  - Program Summary
  
- **Conclusion**
  - Confirm Understandings/Agreements
  - How will we follow-up after today? Who will be responsible?
  - Necessary Signatures
  - Parking Lot Discussions? (For those discussions that don't need to happen during the IEP meeting).
  - Provide parents with "Communications Options for Families".

#### **Following the IEP Meeting:**

- Complete the IEP paperwork using the "Individual Education Plan (IEP) Checklist and turn in the complete IEP to the Special Education office **at least** one week prior to the annual meeting date.
- Update and distribute any student plans (could include PBIP's, level plans, crisis plans, or escort plans) as necessary.
- Follow up with the parent two to three weeks after the IEP to ensure things are going smoothly.

## Tomahawk School District IEP Cover Sheet

Student Name: \_\_\_\_\_

Annual date of IEP: \_\_\_\_\_

Date parent was contacted to set up the IEP meeting  
(Minimum of four weeks prior to the annual date): \_\_\_\_\_

IEP Meeting date  
(Minimum of two weeks prior to the annual date): \_\_\_\_\_

Date IEP is completed and turned into be reviewed  
(Minimum of one week prior to the annual date): \_\_\_\_\_

Date IEP is reviewed by Director: \_\_\_\_\_

**\*Note:** Case managers must complete this sheet and turn it in with the IEP a minimum of one week prior to the annual date of the IEP.

### Annual IEP Development Forms Checklist

<b>I-1-A</b>	Invitation to Outside Agency	Contingent
<b>I-2</b>	Agreement IEP Members not Required to Attend	Contingent
<b>I-3</b>	IEP Meeting Cover Sheet	Required
<b>I-4</b>	Present Level	Required
<b>I-5</b>	Special Factors	Contingent
<b>I-6</b>	Annual Goal	Required
<b>I-7</b>	Appropriate Assessment form (See guide)	Contingent
<b>I-7-DLM</b>	Alternate Assessment	Contingent
<b>I-8</b>	Transition (13 Years and older)	Contingent
<b>I-9</b>	Program Summary	Required
<b>P-2</b>	Notice of Placement	Required
<b>EE-1</b>	Educational Environment	Required

**\*Note:** In addition to the forms identified above, Student Data sheets and Paraprofessional Data Sheets need to be completed and turned in with the IEP. Data sheets must be disseminated to all staff working the student at the beginning of each school year and each time the data sheets are updated or changed.