

## Things to Remember During the IEP Meeting

- Gather folder and all needed forms including a copy of the parental rights.
- Introduce yourself as the case manager to the parents.
- Offer the parents a copy of parental rights and an explanation. You may use the Quick Summary to provide the explanation.
- Introduce committee members at the beginning of the meeting. Be sure to list team members and document attendance with a check on the IEP form. If a required member is not going to be present, an excusal letter should have been sent to the parents in advance of the meetings. A copy of this excusal letter must be in the IEP folder. Required team members who have been excused must provide a written statement regarding student's progress.
- Review previous goals and objectives from old IEP.
- Begin development of new IEP.
  - Discuss Present Level of Academic Achievement and Functional Performance based on all gather data prior to the IEP meeting and any information presented by team members including parents and student. Be sure to address parental concerns.
  - Discuss special factors. If a BIP is needed, use information from FBA to complete BIP. If BIP is in place, review BIP and update as needed. Remember, a BIP must be reviewed at least annual and review must be documented. An assistive technology checklist should be completed or updated and kept in the school folder. Before moving to the next section, be sure all questions related to special factors have been address. No answer should be left as NA.
  - Address transition if student is 16 or older or is entering high school.
  - Develop IEP goals based on weaknesses documented in PLAAFP, transition needs, and needs identified in the BIP. Remember that all goals must be measurable.

To insure that a goal is measure, please make sure each goal includes the following:

- Student's name
- Target behavior
- Amount/Level
- Condition, if appropriate
- Time frame
- Measurement tool

Example: By the end for the first semester, Joe will write a 5 sentence paragraph including a topic sentence, supporting details, and a summarizing sentence using appropriate sentence structure, correct punctuation, and correct capitalization with no more then 5 errors as measured by writing rubric.

- If participating in GAA or if objectives are needed to reach annual goals, develop objectives.
  - Discuss student supports needed in order for the student to access the curriculum
  - Complete assessment determination section. Remember that only accommodations proven to have been needed through use in the classroom on a regular basis may be included as a testing accommodation.
  - Determine exceptional education services needed both in the general environment and outside of the general environment starting with the least restrictive environment. Remember to consider transportation needs and related service needs including adaptive P.E. needs. Be sure to document all services considered.
  - Determine if ESY is needed using flowchart. If needed, determine services. Remember to identify goals/objectives to be targeted.
  - Note attempts of prior written notice, if you did not do so prior to meeting.
  - Document parent participation if parent attended meeting or participated via phone or conference call.
- TCSS policy is to complete Re-evaluation Considerations at each annual review.
  - If this is an initial placement in Troup County, get **Consent to Place** signed.
  - Make a copy of the IEP and send it home with the parents. If corrections are needed, send a draft with the parents with hand written corrections. Then make the corrections as soon as possible and send a corrected copy of the IEP to the parents. If you are sending the paperwork after the meeting has been held, document in appropriate section of IEP which forms were sent home and when.