FORM #11: CONDUCTING AN INDIVIDUALIZED EDUCATIONAL PLAN (IEP) MEETING

CANDIDATE_____ **DATE**_____

Each education specialist candidate is required to participate in an IEP meeting during the supervised teaching portion of this program. It is preferable that you lead the meeting, although each district has its own policy in this regard. You will be evaluated by your university supervisor on your ability as an IEP meeting participant, using this form.

1. Introduce everyone at the meeting, including his or her relationship to the student. Required members include parents, student (as appropriate), special education teacher(s), general education teacher(s), related service providers (OT, PT, Speech) and an administrator (who is knowledgeable about the general curriculum and able to commit resources).

❑Yes ❑No ❑Partial

Notes: _____

2. Review the agenda and explain the purpose and procedures. Be sure to check on everyone's time frame.

❑Yes ❑No ❑Partial

Notes: _____

3. Procedural rights and safeguards must be explained to parents and privacy assured.

❑Yes ❑No ❑Partial

Notes: _____

4. Review progress on previous goals and objectives. Describe student in a positive way.

❑Yes ❑No ❑Partial

Notes: _____

5. Review all current assessments and present levels of student performance.

- ❑ Include a statement of the child's present levels of performance, including how the disability affects the child's involvement and progress in the general curriculum
- ❑ Reflect parent/student concern(s) and input throughout the meeting
- ❑ Include strengths and needs
- ❑ Reflect the results from a variety of assessment tools

❑Yes ❑No ❑Partial

Notes: _____

6. Develop new, measurable annual goals and benchmarks (short term objectives) related to the child's needs resulting from the child's disability that will enable the child to be involved in and progress in the general curriculum.

- ❑ Do they include positive behavioral supports, if needed?
- ❑ Is it clear how progress will be measured?
- ❑ Is it clear how parent(s) will be informed of progress?

❑Yes ❑No ❑Partial

Notes: _____

7. Develop a Transition Plan for students 16 years or older.

- ❑ By age 16, specific transition services, related services needs and other agencies to be included
- ❑ At age 17, what rights will transfer to the student at age 18?
- ❑ Articulation plan developed for smooth transition to new setting (preschool to Kindergarten or elementary to middle school a year prior to the move)

❑Yes ❑No ❑Partial

Notes: _____

8. Behavior Intervention Plan (when required).

Review functional analysis assessment and develop a behavior intervention plan (BIP). The BIP must document:

- ❑ The findings of the functional behavioral assessment;
- ❑ Prior interventions implemented;
- ❑ Behavioral intervention(s) to be used, including those aimed at developing or strengthening alternative or more appropriate behaviors;
- ❑ The measurable behavioral changes expected and method(s) of evaluation;
- ❑ A schedule for review of the intervention's effectiveness; and
- ❑ Provisions for communicating with the parents about their child's behavior and coordinating school-based and home-based interventions.

❑Yes ❑No ❑Partial

Notes: _____

9. Determine student placement.

- ❑ Decided after goals, objectives and supports are agreed upon
- ❑ In the least restrictive environment
- ❑ If student is not participating in all general education activities, a justification is included
- ❑ IEP is coordinated with general education classroom, schedules, activities and curriculum

❑Yes ❑No ❑Partial

Notes: _____

10. Summary and Closing.

- ❑ Review decisions and responsibilities for next steps
- ❑ Confirm starting dates for placement/services
- ❑ Clarify next scheduled review date
- ❑ Sign all required forms
- ❑ Thank everyone!

❑Yes ❑No ❑Partial

Notes: _____