INDIVIDUALIZED EDUCATION PROGRAM MEETING

Parent Notification

Parents are critical and necessary members of the Individualized Education Program (IEP) team and shall be given sufficient written notice of the IEP meeting so that they can attend and participate. To ensure parent participation the following is advised:

- Contact parents and IEP team members (at school and outside service providers) to arrange a meeting at a mutually agreed upon time and place.
- Send parents a Meeting Notice a minimum of 10 days prior to the IEP Meeting (Meeting Notice form is available in SEIS).
- On the Meeting Notice indicate the purpose of the meeting, time, location and the titles of those in attendance.
- Ask parent to sign and return the Meeting Notice.
- Arrange for an interpreter if necessary.
- Notify all members of the IEP team of the upcoming meeting to ensure their attendance.
- Place a copy of the signed Meeting Notice in the student's special education file.

Recording IEP Meetings

Parents, LEA/districts, and the Special Education Local Plan Area (SELPA) may electronically record an IEP meeting if the requesting party provides other members of the IEP team with 24 hours' notice. If the recording is at the request of the LEA/district or the SELPA, and the parent objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded.

IEP Team Membership

The following individuals are required members of an IEP team, as defined in the California Education Code (Section 56341) for purposes of developing, revising or reviewing the IEP, determining eligibility, and/or recommending placement for any pupil.

- An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
- Not less than one general education teacher. The El Dorado County Charter SELPA advises that the student's current general education teacher attend the meeting. If the student does not have a general education teacher, the teacher with the most recent and complete knowledge of the child and who is qualified to teach a student of his or her age should attend.
- The student's special education teacher(s).
- The student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.

When appropriate, the IEP team may also include:
- The student.
- Other persons who possess expertise or knowledge necessary for the development of the IEP.
- An assessor(s) who conducted an assessment and is presenting his/her report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor.

For students with suspected learning disabilities, at least one member of the IEP team, other than

the student's general teacher, shall be a person who has observed the student's educational performance in an appropriate setting.

Membership Excusal

IDEA 2004 allows for the excusal of the following IEP team members.

- Not Necessary: A member of an IEP team may not be required to attend an IEP meeting in whole or in part, if the parent of a child with a disability and the LEA/district agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- Necessary, but excusable: A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both of the following occur:
  - The parent and the LEA/district consent to the excusal in writing by completing the IEP Excusal Form (available in SEIS) and
  - The excused IEP team member submits, in writing, to the parent and the IEP team input into the development of the IEP prior to the meeting.

When an IEP team member is excused, other team members should refrain from reinterpreting the data of the excused team member or answering questions outside of the scope of their credentials.

Agenda

It is essential that a well-organized and structured IEP team meeting be conducted. The agenda which follows is recommended as a guide for conducting IEP team meetings. Depending on the purpose of the meeting, the IEP Meeting agenda may be amended. Efforts should be made to present information in a manner that is easily understood by all members of the IEP team, including the parents. This includes providing parents with translated documents when necessary.

- Welcome: Welcome all participants to the meeting and thank them for their participation.

- Introduction of All Persons Present: Record the names, titles, agency/school of all attendees, including individuals who may be participating by phone, in meeting notes. Use the Excusal Form if necessary and obtain parent signature. The IEP team may wish to sign attendance sheet at this point or at the close of the IEP.

- Purpose: The meeting facilitator should briefly review the purpose of the meeting.

- Agenda Overview: The meeting facilitator should briefly review the proposed agenda and request additional agenda items or questions from IEP meeting team members. The IEP team shall finalize and agree on an agenda before continuing the meeting.

- Child/Parent Rights: Provide/verify that the parents have received a copy of their Notice of Parental Rights and Procedural Safeguards. The meeting facilitator shall ask the parents if they have any questions or would like further clarification regarding their rights and procedural safeguards. A copy of Parent Rights and Procedural Safeguards should be presented at minimum one time annually, but it is suggested that they be provided at the beginning of each IEP Meeting. Parents may decline an additional copy of these rights, although one must be offered. It is recommended that the note-taker document in the IEP notes that these rights were offered and accepted or offered and declined and whether or not the parent had any questions.

- Review of Information/Eligibility Page: Review the Information/Eligibility page of the IEP to make sure that parent(s) address(es) and phone number(s) are up-to-date.

- Establish Time Parameters: The meeting facilitator should review the previously agreed upon start and end time for the IEP meeting. If anyone has to leave the meeting at a specific time, address it with the entire team and document the time the individual(s) leave in the IEP meeting notes. An excusal form should be completed and signed by the parent and the Administrative Designee. If the parent disagrees with someone's request to leave early, the team will have to adjourn the meeting at the point of the member's departure and schedule a continuation meeting when the member can attend the entire meeting. Assign a designated person to be the timekeeper, if necessary.

- Student Strengths/Preferences/Interests: Any member of the IEP team may provide strengths of this student to the team. They may be academic, social, behavioral strengths or student preferences, likes, hobbies, talents.

- Parent Concerns: Parents should have an opportunity to share their concerns and provide relevant information to the team. The person taking the notes should document how the parent concerns were addressed during the meeting or make a plan for how to address that concern in the future.

- Present Levels of Performance: The meeting facilitator should request each IEP meeting participant to provide data to update the student's present levels of performance, including the parent(s)/guardian(s). Each classroom teacher should provide input, as well as parents and each assessor. When appropriate (student will turn 16 years of age before next annual IEP) complete transition paperwork in conjunction with present levels, goals and services.

- Review of Assessment Reports: This may include the General Education, Special Education, Specialists, and other agencies. Assessment reports are usually reviewed during the student's triennial IEP which occurs every three years. Individuals who assessed the student and are qualified to interpret the results in their reports should report out on the assessments conducted. Discuss all reports at the IEP (even if parent has received a draft copy and has no questions) for the benefit of all the IEP team members. Reports may be summarized.

- Statement of Eligibility/Non-eligibility: If eligibility is being considered or reviewed the following applies:

  o If the IEP team determines that the student is not eligible for special education services, document on the IEP form that "assessment results indicate that special education services are not appropriate at this time" and check the box on the form indicating "not eligible".

  o If further assessment is needed to clarify eligibility, the IEP team meeting may be suspended pending further testing or evaluation, but reconvened as soon as possible.

  o If the student is not eligible for special education services, but educational concerns are present, the IEP team meeting should be concluded. Adjourn the meeting at this time. Then general education support options may be explored, including possible referral to the Student Study Team (SST) and/or consideration of an assessment for 504 eligibility.

  o If the student is determined by the IEP team to be eligible for special education, proceed with the rest of the IEP meeting agenda.

- Special Factors:

  o Assistive technology: Does the student require assistive technology devices and/or

services to access learning? Did the team have an assistive technology assessment completed?

- o Low incidence: Does the student require low incidence services, equipment and/or materials to meet educational goals? Is this student eligible under a low incidence disability (visual or hearing impairment, severe orthopedic impairment or any combination thereof).

- o Blindness or visual impairment: If the student is blind or visually impaired, the IEP team must provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.

- Deaf or Hard of Hearing: Consider the communication needs of the child, including:

  - o Child's language and communication needs,
  - o Opportunities for direct communications with peers and professional personnel in the child's language and communication mode,
  - o Academic level, and
  - o Full range of needs, including opportunities for direct instruction in the child's language and communication mode

- English Learner: Is the student an English Language Learner, yes or no?

  - o If yes, does the student need primary language support?
  - o If yes, who will provide language support?
  - o What will be the language of instruction for the student?
  - o
  - o Who will provide ELD services to student? What type of ELD services will be provided?

- Behavior: Does student's behavior impede learning of self or others, yes or no?

  - o If yes, specify positive behavior interventions, strategies, and supports. Consider whether a behavioral goal and/or a Behavior Intervention Plan (BIP) is appropriate depending on student's needs.

- Areas of Need: For student to receive educational benefit, what areas of need do goals need to be written in? The areas of need should align with the present levels and be supported by data.

  - o Assessment reports conducted by specialists trained in these specific areas should provide information indicating need for specialized materials, devices or supports.

- Review of Progress on Current Goals/Objectives: At annual and triennial meetings, IEP teams must address the previous year's goals and objectives and note on the document whether goals were met. If previous goals were not met, document action to be taken (i.e. continue, discontinue or modify) and revise the goal.

  - o New Goal/Objectives Based on Current Needs: At an initial, annual and triennial meetings the IEP team shall develop goals tied to the areas of need identified by assessments and /or present levels. As a team, the IEP meeting participants shall establish goals and short term objectives for all areas of need that were identified in the present levels of performance.

- Each measurable annual goal, including academic and functional goals, shall be designed to do the following:
  - Meet the individual's needs that result from the individual's disability in order to enable the pupil to be involved in and make progress in the general curriculum
  - Meet each of the pupil's other educational needs that result from the individual's disability
  - Be linguistically appropriate for the student, if the student is an English Language Learner

- Statewide Assessments: Fill in participation information including accommodations and modifications. Accommodations should be updated for each student on an IEP. Please see the SEIS Document Library for additional information. The following guideline presents the current universal tools, designated supports, and accommodations adopted by the State of California for the Smarter Balanced Assessment Consortium (SBAC) assessment. The SBAC assessment took the place of the California Standards Test (CST).

  - Universal tools are access features that are available to all students based on student preference and selection.
    - Embedded: Breaks, calculator, digital notepad, English dictionary, English glossary, expandable passages, global notes, highlighter, keyboard navigation, mark for review, math tools, spell check, strikethrough, writing tools, and zoom.
    - Non-Embedded: Breaks, English dictionary, scratch paper, and thesaurus.

- **Designated supports** for the Smarter Balanced assessments are those features that are available for use by any student (including English language learners, students with disabilities, and English language learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate).
  - Embedded: Color contrast, masking, text-to-speech, translated test directions, translations (glossary), translations (stacked), and turn off any universal tools.
  - Non-embedded: Bilingual dictionary, color contrast, color overlay, magnification, read aloud, scribe, separate setting, translated test directions, translation (glossary)

- **Accommodations** are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need them and allowing these the opportunity to show what they know and can do. Universal tools, designated supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).
  - Embedded: American Sign Language, braille, closed captioning, text-to-speech.
  - Non-embedded: Abacus, alternate response options, calculator, multiplication table, noise buffers, print on demand, read aloud, scribe, speech-to-text.

- Supplementary Aids, Services and Other Supports for School Personnel, or for the Student, or On Behalf of the Student: The IEP team shall develop a list of supplementary aids and services, based on peer-reviewed research to the extent possible. Frequency, duration and location of services to be provided must be specified on the IEP. It is not recommended to write in "as needed" for duration or frequency. The IEP team shall also document program modifications or supports for school personnel. The services, supplementary aids, program modifications, and/or supports will be provided to enable the student to do the following:

  - To progress towards obtaining their annual goals
  - To be involved in and make progress in the general education curriculum in accordance with their present levels and functional performance
  - To participate in extra-curricular and non-academic activities
  - To be educated and participate with other students with exceptional needs and non-

disabled peers

EDCOE SELPA suggests that the IEP include all accommodations and supports a student needs, including those tied to behavior intervention plans or state testing. If a student requires classroom support, it would be documented at the top portion of the Services-Offer of FAPE (Free and Appropriate Public Education) form under supplementary aids, services & other supports. Classroom support refers to support in the classroom which may include additional adult support. If a student requires individualized support from an aide, it would be documented on the bottom portion of the services-offer of FAPE form under special education and related services.

- Accommodations/Modifications: Consider what classroom and campus supports will the student need to obtain educational benefit. These accommodations and modifications are those that the student requires that are beyond what is currently available to general education students.

- Offer of Program/Services Based on Goals/Objectives: In considering program alternatives, the IEP team shall make a recommendation based on the individual needs of the student and not on the category under which the student is determined to be eligible for special education.

  The IEP team shall consider the full continuum of program options to ensure that all students are provided a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE) and document options considered on the services page of the IEP.

  After reviewing all program options, the IEP team shall recommend appropriate related services, calculated to offer the student the opportunity to achieve educational benefit.

- Educational Setting: What is the most appropriate placement in the Least Restrictive Environment (LRE) for this student? Each public agency must ensure that:

  o 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 nondisabled; and
  o Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [§300.114(a]

- Additional Considerations:

  o Percentage (%) of time in/out of general education classes and rationale for time out of general education
  o Indicate other agencies working with the student
  o Indicate promotion criteria
  o Progress monitoring/progress reporting
  o Special education transportation
  o Graduation plan (if appropriate)

- Extended School Year (ESY): Complete the "Extended School Year" (ESY) forms located in SEIS to help the team determine if a student needs ESY support. For more information, see the "Extended School Year" section of this procedural guide.

- Ending the Meeting:
  o Confirm Agreements
  o Obtain Signatures:

- All IEP team members, including parents and student (when student is present) sign in attendance of the IEP. If parents agree to the IEP and placement of their child, they will also sign in consent to the IEP document.
- If the parent does not consent to all components of the IEP, then the parent should indicate those areas of exception on the signature page. If the parent needs more writing space, an additional piece of paper can be used and attached to the IEP. Whether the parent submits their letter of exception at the IEP meeting or returns
- with a letter that explains the areas of exception, it shall be accepted as a supplemental document to the IEP and attached in SEIS.
- The notes page should reference the additional page of exceptions. If a parent submits consent to some components of the IEP and lists exceptions to others, the case manager should work with parent to schedule a future IEP meeting to discuss the areas of exception. Any areas of the IEP that the parent does not consent to will become areas of exception and will not be implemented.
- The components of the program to which the parents have consented may be implemented so as not to delay providing supports and services to the student.
- Written parent permission must be obtained prior to initiating services and/or educational placement. The services and/or placement will begin following parent's written approval of the IEP.
- Follow Up: If there are any outstanding agenda items or concerns that the IEP team was not able to discuss/reach consensus on, another IEP meeting shall be scheduled as soon as team can set a mutually agreeable meeting date.
- Provide parents with a copy of the IEP.
- LEA/district may need to send parents a Prior Written Notice (PWN) after the meeting. The purpose of this is to document any changes or proposed changes to the IEP. For information regarding Prior Written Notices, see the PWN section of this procedural guide.