MEETING AGENDA IEP

Student name

Date of Meeting

 Welcome and introduction of team members

Review purpose of meeting

Review rights and procedural safeguards

Reports by:

 Speech and Language Pathologist

School Psychologist

Other DIS?

Special Education Teacher

Review present level of education performance:

 Teacher reports

 Progress or lack of progress towards annual goals

* Provide evidence of educational benefit/progress on previous IEP goals
	+ Work samples
	+ Portfolio
	+ Test, quizzes
* Indentify:
	+ Strengths
	+ Areas of concern
	+ Instructional needs
	+ Style of learning

How does the student/s disability affect involvement and progress in the general education curriculum.

Discuss annual goals

Review Special Factors

Determine accommodations/modifications in instruction and assessment and for participation in nonacademic and extracurricular activities and in educationally related settings.

Determine participation in state and district-wide assessments and how assessed.

**Determine all services needed and placement**

Placement:

* Under LRE discuss each subject one by one and consider whether the student can be educated satisfactorily in gen. ed. with supports and services
* Compare the benefits in the regular education classroom and those provided in a special education classroom/separate setting
* Consider the potentially beneficial or harmful effects that placement in a general education setting may have on the student and others in the class
* If there is a *“reasonable likelihood”* that the student can be educated in general education with supplementary aids and supports, then placement should be tried.

Review what is being proposed. Offer of FAPE

Obtain parental consent

Identify how staff will be informed of their responsibilities for implementation of the IEP.

Give parent copy of IEP **before** they leave the meeting

Hand out CAC brochure and/or survey