

# What do we need to review at an IEP meeting?

- Explain the purpose of the meeting: is it an annual review? Is it a re-eval where we are considering adding a service?
- Introduce everyone!
- Make sure the attendance page gets signed by everyone who is present (if there are two parents present, have the second parent add his/her name at the bottom and sign)
- PLOP – go over each area: academic, social/emotional, physical, communication skills ◇ does the student use an AAC device? What is the preferred method of communication?
- Does the PLOP reflect the voice of all related service providers, in addition to the teacher? All related service providers should speak at the IEP meeting, they should all describe present levels, progress, and goals
- Does the PLOP reflect student voice? Parent voice? Are you asking the parent what they see in the child at home?
- In the PLOP, be sure to go over the student's management needs: what supports does the student need in order to be successful in class?
- Review test/evaluations and scores; and what grade level do these scores translate to (roughly)
- Use parent friendly language in all areas
- Compare to last year's IEP ◇ has the student met his/her goals on the previous IEP? If not, how are you modifying the goals?
- Review the students' strengths and areas for growth
- AAC device: PMC
- Be sure to go over any parent concerns ◇ in each area! (Academic, Social, Physical)
- Review goals, compare the goals to the previous goals, and explain short-term objectives
- 12 month services
- Transportation
- Assessment: SA/AA Testing accommodations, as applicable (THESE APPLY TO BOTH SA AND AA STUDENTS)
- Promotional criteria (AA students do not have promotional criteria)
- If the student has a 1-to-1 para: FBA, BIP, Management needs, GOAL FOR THE 1-TO-1 PARA (THIS IS NEW)
- Recommended programs and services: ensure that you review all services and programs with the parent. Clearly state how many sessions per week of each service the child will be receiving. Make sure you review the class setting with the parent. Make sure the parent is aware of any changes
- Recommended programs and services: what options are we considering?
  - One higher, one lower - what skills does the student need to work on in order to move to the next least restrictive spot? Review progress and skills. What are the parent's concerns? Do they want to see the child in a gen ed class? What does the child need to achieve in order to get to that level?