

Box Elder School District
Annual Individualized Education Plan (IEP)
Meeting Agenda (AGES 14-22) PARENT COPY

Student Name: _____ Grade: _____ Date: _____

- ✓ **Introductions:** Each member introduces themselves and their role in the meeting.
 - Parent/Special Education Teacher/ Regular Education Teacher/LEA Representative/Student
 - Other: _____
- ✓ **Procedural Safeguards:** provide a copy for the parents and briefly review each required area. See the back of this page for a summary of the Procedural Safeguard Summary.
 - Confidentiality
 - Discipline
 - Due Process
 - Carson-Smith Scholarships
 - Complaint Procedures
- ✓ Develop statement(s) of needed transition services;
 - Student's course of study
 - Age of Majority (Before student's 17th birthday)
 - Complete Transition Plan (section 8 of Goalview) in the IEP.
- ✓ Review graduation requirements and determine whether or not the graduation substitutions/requirements will be amended. IEP must document any modifications or exemptions made to the graduation requirements.
- ✓ Review results of recent evaluation and student assessments.
- ✓ Develop Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements based on current assessment data with parental input indicating how the student's ability affects his/her 1) involvement in and 2) progress in the general education curriculum.
- ✓ Consider special factors: behavior, language, Braille, communication, and/or assistive technology.
- ✓ Develop measurable goals that address each area of need indicated in the PLAAFP statement(s).
- ✓ Develop short-term objectives. (Required for student who take the DLM)
- ✓ Determine what special education services will be provided to enable the student to make progress in the general curriculum, advance toward attaining his/her goals, and be educated and participate with other children with disabilities and typically developing children.
- ✓ Determine how progress will be monitored and reported to parents.
- ✓ Consider appropriate program modifications, supports for school personnel, and/or supplementary aids and services that would provide an opportunity for the student to access the general education curriculum (i.e. transportation, behavior, nursing, ESL support, scheduling adjustments, setting adaptations, etc.).
- ✓ Determine the need for accommodations for district and statewide assessments.
- ✓ Determine and discuss the amount of time the student will participate in the general education environment during the school day.
- ✓ Determine if student qualifies for extended school year services. (Follow procedures provided in the ESY packet)
- ✓ Review and document all written prior notice components.
- ✓ Determine placement based on the student's needs in the Least Restrictive Environment (LEA).
- ✓ In an Initial Placement or coming from another district/state into BESD Special Education, obtain consent from parent as to whether or not the District can seek Medicaid reimbursement for services provided to their student.
- ✓ Sign IEP at the conclusion of the meeting. Ensure that parents receive a signed copy of documents.