

Box Elder School District  
Annual Individualized Education Plan (IEP)  
Meeting Agenda (AGES 3-13) FILE COPY

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

The IEP Meeting Checklist is to be used as a guide for the IEP team in developing a compliant IEP document. The statements in **BOLD CAPS** represent the areas of non-compliance that are addressed for targeted improvement in Box Elder School District's Corrective Action Plan and Program Improvement Plan. Check off required tasks as they are completed. The completed form must be placed in the front of the students' IEP for review.

- Introductions:** Each member introduces themselves and their role in the meeting. (*Part C Planning Meeting must include the parent, the special education teacher, the Local education Agency (LEA) representative, and the Part C agency representative (if invited).*)
  - Parent/Special Education Teacher/**REGULAR EDUCATION TEACHER/LEA** Representative
  - Student:
  - Other: \_\_\_\_\_
  - 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
- Review current IEP and progress made towards goals.
- 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, **HEALTH CARE PLAN** and/or assistive technology.
- DEVELOP MEASURABLE GOALS** that address each area of need indicated in the PLAAFP statement(s) **INCLUDING CONDITIONS.**
- Develop short-term objectives. (Required for student who take the Dynamic Learning Maps or 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, English Language Learner or ELL 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.** (New section Goalview regrading refusal of any service)
- Determine placement based on the student's needs in the **LEAST RESTRICTIVE ENVIRONMENT (LEA). (INITIAL, MAINTAIN OR CHANGE PLACEMENT)**
- 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.

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**PART C to PART B (Early Intervention program (Birth to 3) to Preschool program)**

- Part B transition planning implemented not less than ninety (90) days prior to eligibility for preschool Part B Program.
- Part B IEP is in place for eligible student prior to 3<sup>rd</sup> birthday.