

Dynamic Learning Maps or Box Elder School District
Annual Individualized Education Plan (IEP)
Meeting Agenda (AGES 3-13) PARENT COPY

Student Name: _____ Grade: _____ Date: _____

✓ **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, 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 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.
- ✓ 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 BESD 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.

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 3rd birthday.