IEP Meeting Protocol

Parent Excusal of IEP Team Member (ISBE 34-57 H)
Before the meeting begins, if any members of the IEP team listed on Parent/Guardian Notification of Conference (ISBE 34-57 D) are not in attendance, the parents must sign consent to continue with the meeting without that person. If the parent does not consent, the IEP meeting should be rescheduled. The parent should be notified as far in advance of the meeting as is possible if a team member is unable to attend.

Welcome/Introductions
Introduce all team participants.

Sign In – Conference Summary Report
Signatures of participants reflect attendance and participation in the meeting and not agreement.

Purpose – Conference Summary Report
State the purpose of the meeting.

Review Demographic Data - Conference Summary Report
Check for accuracy of the spelling of the name, birth date, parents' names, address, phone number, home school. Explain parental rights and offer a copy of the Notice of Procedural Safeguards to the parent. Have the parent sign that rights have been explained.

Documentation of Evaluation Results (Initial and Reevaluation Only)
Each appropriate staff member will present and explain evaluation results including student strengths and needs. Start with positives.

Eligibility (Initial and Reevaluation Only)
Complete checklists needed to determine eligibility for special education services. Identify area of eligibility.

Review Goals/Objectives from Previous IEP
Review the goals and objectives from the previous IEP and report the extent to which the goals have been met.

Parental Concerns – Present Levels of Academic Achievement and Functional Performance
Ask the parent(s) to state their concerns about their child's education.

Present Levels of Academic Achievement and Functional Performance
Each appropriate staff member will review student strengths and needs. Start with positives, as it sets the tone for the meeting.

Transition Plan
A transition plan is necessary for any student who will reach the age of 14 ½ during this IEP period. This transition plan should drive the development of the IEP.

Goals and Objectives
Review all goals and objectives, make revisions as needed.

Identify General and Special Education Services – Accommodations and Assessment
Discuss the accommodations needed for the student to participate in general education classes, and determine when special education instruction is necessary.

Placement Determination – Educational Services and Placement
Consider 3 placement options, discuss the benefits and harmful effects of each option, and choose the one that best meets the student's needs. At least one benefit and harmful effect must be listed for each option considered.

Extended School Year
Discuss the need for extended school year based on student progress to date and past performance following a break in the academic year.

Closing
Identify on Conference Summary Report if the parent/guardian receives a copy of the IEP at the meeting or will receive a copy at a later date. Complete Parent/Guardian Notification of Conference Recommendations and any needed consent forms. (Complete Parent/Guardian Consent to Waive 10-Day Waiting Period form, if necessary). Thank all participants for attending.

**Finalize IEP paperwork, Make Active (immediately) in EmbraceIEP & Submit within 1-2 weeks

BHASED
05/2019