

**SUGGESTED ACTIVITIES
BEFORE, DURING, AND AFTER THE IEP MEETING**
(note: this list also contains some of the required activities)

BEFORE THE IEP MEETING

1. Assist students and parents to determine needs, preferences and interests related to life after high school. Encourage parents to actively participate in the IEP planning process. Conduct appropriate assessment activities to determine a student's needs, preferences and interests.
2. **Formally** invite the student to participate in the IEP process and meeting.
3. Provide written notice of the IEP meeting to parents, students and outside agencies. If parents choose not to attend, document attempts to involve them.
4. If the student chooses not to attend the IEP meeting, use other means to gather and share information about his or her needs, interests and preferences.
5. If an invited agency chooses not to attend the IEP meeting, use other means to ensure their participation in the planning and decision-making regarding transition services. Document these efforts and include them in the IEP.

During the IEP meeting

6. Actively involve the student and parents in the IEP meeting. Review the student's present levels of performance. Focus on the student's strengths, needs, interests and preferences to guide the development of the IEP. Consider the following:
 - Outcome-oriented post-school vision statement
 - At least by age 14, a statement of transition service needs that specifies the courses of study in which the
 - student will be involved in order to reach identified post-school outcomes.
 - At least by age 16, a statement of needed transition services to achieve the student's desired post-school
 - outcomes through a coordinated set of activities including:
 - Instruction
 - Related services
 - Community experiences
 - Employment and other adult living objectives
 - Daily living skills and functional vocational evaluation if appropriate.
 - Annual goals and objectives for the coordinated set of activities that are part of special educational services for the current school year.
 - Agreement of who will provide and/or pay for the activities outlined in the statement of needed transition services.

After the IEP meeting

7. Provide the instruction, experiences, supports and services outlined in the IEP.
8. Conduct follow-up activities to ensure the student is achieving the IEP goals, review the courses of study, and transition services that have been provided, and plan for the coming years.
9. Assist the student and family by linking them to any needed post-school adult services, supports or programs.
10. Reconvene the IEP team to plan alternative strategies if the transition services are not provided as planned.
11. Conduct annual review.

Adapted From IDEA '97 Transition Requirements: A Guide

OUTLINE FOR A MEETING TO DETERMINE ELIGIBILITY

I. INTRODUCTIONS

Introduce the individuals present.

II. PURPOSE OF THE MEETING

State the purpose of the meeting and indicate to everyone, including the parent(s) that each person is a part of the IEP team and all exchanges of ideas, questions, and comments are welcome.

III. PROCESS FOR THE MEETING

Explain the process that will be used for reaching consensus and closure on issues.

IV. IEP

A. PARTICIPANTS

Record the names of participants indicating their attendance at the meeting. If a student who is age 14 or older does not attend, indicate steps taken to determine the student's preferences and interests.

B. DOCUMENTATION OF EVALUATION DATA AND PRESENT LEVEL OF EDUCATIONAL PERFORMANCE AND NEEDS

For a student who is age 14 or older, identify the Post School Transition Outcome in each of the designated areas. Consider the student's strengths and needs in relation to the identified transition outcomes.

Identify the student's strengths and prioritized needs in each functioning area on the basis of the results of the assessments (cognitive, social/emotional/adaptive behavior, physical, sensor/motor, communicative, educational, and transition/life skills/career). Consider the critical academic, key component and access skills needed for success within the general curriculum and in reaching identified post school outcomes. For a student whose language is other than English, consider the language needs of the child, as such needs relate to his/her IEP.

List any additional concerns of the parent(s) for enhancing the student's education.

C. DETERMINATION OF ELIGIBILITY AND DISABILITY

Determine if the student can receive reasonable educational benefits from general education alone, without special education services.

Determine if the student's performance is due to the lack of instruction in reading or math.

For a student, whose primary language is other than English, determine if limited English acquisition the primary cause of the student's learning problems.

If not, determine if the student has a disability. The appropriate disability page(s) must be completed.

D. SUMMARY OF TRANSITION SERVICES

This is required for students 14 and older. Reference the students identified post school outcomes.

Identify the projected date of graduation or program completion and the document the student is expected to receive at completion.

Develop a statement, or a list, of the student's course of study related to the identified transition outcomes. Include required courses, elective, modified or specially designed courses and experiences.

Determine needed transition services and/or interagency linkages for each area as appropriate for the student's needs. (Required for students beginning at age 16)

If the student will turn 20 during this IEP period, inform parent(s) and student of any transfer of rights at Age of Majority/Consent and document

V. GOALS AND OBJECTIVES

- A. With the exception of the initial IEP, review and document progress toward completion of the previous goals and objectives.
- B. Identify annual goals to be measured by achievement of objectives/benchmarks. Goal(s) should reflect standards/key components/access skills and be “linked” to the student’s identified post school outcomes.
- C. Identify the baseline for each short-term instructional objective/benchmark.
- D. Identify objective criteria, evaluation procedures and schedules for determining whether each short-term instructional objective/benchmark has been accomplished.

VI. SPECIAL EDUCATION AND RELATED SERVICES

- A. Identify the specific special education and related services which will be provided and the amount of each service.
- B. Identify the projected starting date and anticipated duration of services.
- C. Describe how parent(s) will be informed of the child/student's progress toward annual goals and objectives.
- D. Determine if the student is eligible for services beyond the regular school year (ESY). Determine if the student requires special transportation.
- F. Determine if the student requires a communication plan. (required for student with hearing disabilities)
- G. Determine if the student requires a literacy modality plan. (required for student with vision disabilities)
- H. Determine if the student requires a behavior plan.
- I. Determine if the student requires assistive technology services and/or devices.
- J. Determine if any adaptations, modifications, or accommodations are necessary for the student to participate in the general education curriculum, including the language needs of the student.
- K. Determine the necessary accommodations and modifications in the administration of the State and district assessments for the student to participate. If they will not participate, describe the compelling reason(s).
- L. Describe the expanded/alternate assessment system that will be used

VII. RECOMMENDED PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT

Determine the settings in which special education and related services will be provided.

VIII. CONSENT FOR PLACEMENT

If it is the initial meeting to determine eligibility, obtain the signature(s) of the parent(s) for placement of their child in special education.

GIVE THE PARENT(S) A COPY OF THE IEP.