

**VENTURA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)  
INDIVIDUALIZED EDUCATION PROGRAM (IEP)  
AGENDA**

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*The purpose of the IEP meeting is to exchange ideas and information about the student to develop a plan to meet his/her needs. All members of the team, parents and professionals, are equally important, and have a unique perspective to share about the student. The intent is for all members to work together in a collaborative way to support the student. If the student is in attendance at the meeting, he/she should be encouraged to be an active participant and decision-maker in this process.*

*To keep the meeting positive and productive all team members should follow acceptable meeting etiquette. The identified facilitator/leader is responsible for ensuring that the agenda is followed, and that all members are treated respectfully and given an equal opportunity to participate. Decisions made at an IEP meeting are based on the consensus of all members of the team, who are encouraged to be open and creative in exploring options.*

*The development of an IEP is an ongoing process. The program that is developed at the meeting can be reviewed and modified at another IEP meeting if necessary.*

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**Introductions** - All members of the team introduce themselves, their role, and state how they would like to be addressed, if desired.

**Meeting purpose** - The Case Manager or meeting facilitator/leader reviews the purpose of the meeting.

**Parent Rights** – Parents were provided with a copy of their parent rights/procedural safeguards and provided a verbal summary.

**Assessment** - If assessment has been conducted, the written reports are shared by the assessor(s) and discussed by the team. For initial and triennial IEPs, or if eligibility is impacted by assessment results, the student's eligibility is established and noted. Additional documentation is required for "Specific Learning Disability."

**Program Elements** (to facilitate discussion, team members may bring copies of proposed language for any IEP elements for review).

- 1) Review of last year's goals (if any).
- 2) Present Levels of Academic Achievement and Functional Performance - Parent and student express concerns and comments. All areas are addressed, noting strengths as well as areas of concern. Health/Emergency Care plan developed, if appropriate. The impact of the student's disability on educational performance is discussed and noted.
- 3) Transition to Adult Life - If the student will be sixteen or older by the next IEP, his/her preferences for life after exiting school are identified. At least 2 annual goals are developed, and services identified. A course of study for the remaining years in school is developed to address his/her dreams and goals.
- 4) Annual Goals - Based on areas of concern from the present levels of performance and transition needs, annual goals are developed. (If student takes an alternate statewide assessment, objectives are written for each goal.)
- 5) Accommodations and Modifications - Any needed accommodations or modifications for instruction or grading are noted.
- 6) Statewide Testing – Assessment participation and/or the need for an alternate assessment for statewide testing will be identified. Any universal tools, designated supports or accommodations will be noted.
- 7) Positive Behavior Support Plan - If the student's behavior interferes with his/her learning or affects others, a plan is written.
- 8) English Language Development – for English Learners, any accommodations or modifications for English Language testing are specified, as well as linguistically appropriate goals and services.
- 9) Least Restrictive Environment – Promotion and retention are addressed if appropriate. Special factors are reviewed. Alternatives for placement and services are discussed, and the best option selected. Extended School Year is discussed.
- 10) Emergency Conditions Provisions- Means of delivery for distance learning in the event an emergency closes the school for more than 10 days.
- 11) Student Information and Services – All special education and related services are summarized, as well as percentage of day in general education.
- 12) Agreement and Attendance –Parent initials applicable statements. All participants sign for attendance. Parent signs in full agreement or specifies portions not in agreement. A plan for next steps is developed if needed.