



VENTURA COUNTY SELPA IEP MEETING FACILITATOR'S CHECKLIST

- Identify **CHAIRPERSON** – The chairperson will do welcome & introductions and will facilitate the meeting. Make sure that everyone explains his/her position (try to avoid acronyms) & that parents introduce themselves.
- AGENDA** – State the **PURPOSE** and general **SEQUENCE** of the meeting (areas to be addressed).
- PARENT RIGHTS** – Ask parents if they need a copy of rights (must give at least 1 time per year) and briefly summarize:
 - You have a right to request meetings and reviews at any time;
 - You have the right to state your opinion and to be listened to;
 - You have a right to give written consent for services given to your child;
 - You have a right to examine records at any time;
 - You have a right to disagree with the team's recommendations and may appeal if not satisfied.
- Discuss **TIME LIMITATIONS** – Is there an end time? Does a second continuation meeting need to be scheduled now “in case” needed?
- SET A POSITIVE TONE** – Case Manager may briefly state general areas of growth/improvement.
- Parents' **EDUCATIONAL CONCERNS & COMMENTS** Use positive language such as: “What are your top priorities for this year?” or “Are there any specific issues/concerns you want to be sure we address during this meeting?” If parent(s) have specific concerns add them to the agenda as necessary and reconsider time limitations.
- Review any new **ASSESSMENT REPORTS** – Should have copies for parents to look at. OK to mark as “Draft”. Discuss **ELIGIBILITY** if an Initial or Triennial Review. Complete and discuss SLD form if applicable.
- Report on **PROGRESS TOWARD ACHIEVING PREVIOUS GOALS or OBJECTIVES** – Must have copies of the Progress Report with progress and “Met/Not met” noted.
- PRESENT LEVELS OF PERFORMANCE** – Put in as many strengths as possible. Describe performance, not solely scores. Indicate sources of data. Be very clear about “impact of disability,” this is the foundation of Educational Benefit. Make sure parent's comments about performance are captured.
- TRANSITION NEEDS & SERVICES** (for students 15 years or older) – Be sure to discuss input from any adult agencies and whether they are to be invited next year. There must be at least 2 annual goals for Transition and a related Course of Study.
- NEW GOALS** – Review reason for goal, baseline and develop **NEW GOALS (AND OBJECTIVES)**. Make sure baseline and goals match. Linguistically appropriate goals must be included for students who are designated as English Learners.
- “**TRIENNIAL WORKSHEET**” for assessment planning (if triennial is due next year).
- Complete **ACCOMMODATIONS and MODIFICATIONS and PARTICIPATION in CAASPP**.
- BEHAVIOR PLAN** – (if appropriate) – There should be Annual Goals related to increasing/decreasing behaviors.
- Complete the **ELD** page (required only if student is designated as an English Learner).
- Determine **SERVICES** – Note on Student Information and Services page, frequency, duration and location.
- Complete the **LRE** page. Be careful to clearly specify the who, what and where of the entire school day in the Offer of FAPE; in more detail than on the SIS page. (For example, note Co-Taught classes, individual or group therapy, who is providing SAI, etc). If student will attend ESY, note dates, length of day and service.
- EMERGENCY CONDITIONS PROVISIONS-** Discuss the means of delivery for distance learning in the event of a future emergency that closes the school. Note parent and IEP team member input.
- MEETING PARTICIPATION and AGREEMENT**– All participants will sign the meeting participation. Review IEP with parent prior to presenting the agreement form. Initials and signature on the agreement form represent discussion and agreement. If parent disagrees with anything, they may specify on the agreement form. If they want to consider before signing, have them sign participation only, and wait on agreement until they are ready to initial and sign.
- MEETING SUMMARY NOTES** – Document topics discussed *that are not captured in the rest of the IEP* and any unique details of the district's offer of FAPE. Also document any specific areas of disagreement and/or requests that parents might have and note that district will respond in writing within 15 days.

**This is not intended to be given to other members of the IEP team.
Use the SELPA IEP agenda to give to families and others.**