



January 17, 2007

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 25  
What To Bring To IEP Meetings**

Pauline Wong has developed this very useful handout about what to bring to IEP meetings. Please take the time to review as it gives information that the State is always looking for in an audit.

Two points I wish to stress:

- Goals/Benchmarks are to have the word DRAFT on top of each page. When the G/B are accepted by the IEP Team, the provider crosses out the word DRAFT, initials it and dates it.
- Be very careful what you paginate and attach to the IEP. Assessments, letters, catalog pages, hospital reports, etc., may be placed in the cum folder, but NOT with the IEP. This is a direct violation of FERPA.
- Individual Transition Plans must be paginated with the IEP.

**WHAT TO BRING TO IEP MEETINGS?**  
**(includes but not limited to the following)**

**ADMINISTRATOR**

01. Student Cum Records.
02. IEP Forms.
03. Spanish Signature Page if parents are bilingual & needs interpreter.

04. MIS form & red pen to update the information.
05. IEP Follow Up form.
06. Parents Rights.
07. (CAPA) Alternate Assessment Participation Criteria Form.
08. (CELDT) Alternate Assessment Participation Criteria Form (EL students).
09. Age of Majority Letters (17 & 18 year olds) in case parents did not receive a copy.

### **TEACHERS & OTHER CREDENTIALLED STAFF**

01. Goals/Objectives (DRAFT copy by SDC teacher and other service providers). **This section MUST include current functioning levels, progress on last year's goals, and evidence of linkage between last year's goals and the proposed goals for the current year. For students on Alternate Core Curriculum, all Domains should be addressed, even if there is no goal in the Domain. There needs to be documentation/justification as to why there is no goal in a Domain. Make sure the word DRAFT appears on the top of each page.**
02. Individual Transition Plan for students age 14 and up. (Law mandates ITP at 16, but LACOE practice starts ITP at 14.)
03. Students receiving DIS direct services, Goals/Objectives (as appropriate, DRAFT copy by Speech Therapist, APE, Psychologist providing DIS counseling, Career Ed teacher, VH, etc.) Students on consultation once or twice time a month do not require a formal goal.
04. LAGO (Linguistically Appropriate Goals/Objectives) form and ELD (English Language Development) goal for English Learners.
05. Behavior Plan if applicable.
06. Student Work Portfolio to share with IEPT (optional...good practice).
07. Adaptive Communication Devices, if applicable, to demonstrate to parents what student is using in school to communicate. This also clarifies for parents what 'adaptive devices' you are referring to in your goal. (optional...good practice)
08. For students integrated in General Education classes, input from the GE teacher on student's progress is required. LACOE teacher needs to ask GE teacher to provide brief written input unless the GE teacher plans to attend the IEP meeting where he/she can present the information in person.

### **FOR TRIENNIAL IEP MEETINGS**

- 09. In addition to Items 1-8 listed above, assessment reports from psychologist, teacher, **and all applicable DIS staff** providing service to student.
- 10. Nurse's Report.

**NOTE: A TRIENNIAL IS NOT A TRIENNIAL IEP WITHOUT THE PSYCHOLOGICAL ASSESSMENT REPORT. THE MEETING WOULD BE JUST ANOTHER ANNUAL TO KEEP US COMPLIANT WITH IEP TIMELINES. THE TRIENNIAL IEP MEETING (WHICH GENERALLY IS TO RE-ESTABLISH ELIGIBILITY FOR SPECIAL ED SERVICES) WOULD HAVE TO BE RESCHEDULED WHEN THE PSYCHOLOGICAL IS COMPLETED AND READY FOR PRESENTATION.**

**IDEALLY, IN A TRIENNIAL, THE TEACHER AND OTHER SERVICE PROVIDERS WOULD CONSULT WITH THE PSYCHOLOGIST TO DEVELOP NEW GOALS BASED ON THE PSYCHOLOGIST'S ASSESSMENT RESULTS AND RECOMMENDATIONS. IN KEEPING WITH THIS PROCESS, THE PSYCHOLOGICAL ASSESSMENT MUST BE COMPLETED BEFORE THE TRIENNIAL MEETING CAN BE HELD.**

