

Instructions to Special Education Forms



Form 1 - Notice of Meeting

This **Notice of Meeting** is used to inform parents of various types of meetings. If the **Notice of Meeting** is being used for more than one purpose (e.g. to review information and decide on special education eligibility and plan an Individualized Education Program) multiple boxes would need to be checked. On this form.

The check box entitled **Develop an Evaluation Plan** refers to a meeting that is convened to develop a plan to evaluate a student/child for special education eligibility, to evaluate the need for a significant change in placement or to gather additional information for programming purposes. An Evaluation Plan, with the exception of an initial evaluation, may also be developed through contact with parents and other school personnel without having a meeting. In this scenario, **Form 1 is not used** and, instead, **Form 3 (Notice of a Special Education Evaluation) and Form 3a (Consent to an Evaluation)** are provided to the parents. However, should a parent request a formal meeting to develop an Evaluation Plan, the Local Education Agency (LEA) is required to hold one. In contrast, all initial eligibility decisions must be made at formally convened meetings. For initial Evaluation Plans, a complete copy of the Parental Rights must be enclosed when this box is checked. For re-evaluations, the appropriate sections (Parts 2 and 3 of the Parental Rights) regarding Notices and Evaluations must be provided to parents.

The check box **Review information and decide special education eligibility** refers to a meeting at which the Evaluation and Planning Team (EPT) determines whether the student/child evaluated is eligible for special education, or is not eligible, under Vermont Special Education Regulations. The EPT also determines in this meeting whether the student/child has a disability that has an adverse effect on educational performance and if a need for special education services exists.

The check box **Develop, revise or annually review an Individualized Education Program (IEP)** indicates a meeting that will be held to develop programs or services or to modify the existing programs or services that address the student/child's special education needs. A copy of the Parental Rights section regarding IEPs must be enclosed when this box is checked to plan an initial IEP, to review an IEP **that is not considered to be** an annual review, or at the IEP annual review. A complete copy of Parental Rights must be offered to parents at the IEP annual review.

For students who will be turning age 16 (or younger, if appropriate) during the period covered by the IEP checking the box **Plan or review an Individualized Education Program (IEP)** requires that a **discussion and development of post-secondary transition services** be part of this meeting. The student and any agency that is likely to be responsible for providing or paying for transition services must be invited, with the consent of the parent, and listed in the **Name and Position** section of this form. There is no requirement for an outside agency representative to attend this meeting, but an invitation to the meeting must be documented by the LEA within the IEP.

The check box **Meeting for another reason** refers to meetings that are convened that do not relate to the descriptions listed above. Staff should follow supervisory union procedures regarding when to check this box. A description of the purpose for the meeting should be included on the line provided.

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The lines under **Designated Evaluation or IEP Team Members** are to identify the required, designated members (including the student, if appropriate) invited to the meetings. All of the individuals identified in this section, except for the parent and the student, must attend the meeting and may be allowed to be absent or excused **only** when the requirements per the written agreement and written input are met as completed on **Form 5a**. For the evaluation plan, eligibility decisions, and IEP meetings, this must include:

- parent(s)/guardian or educational surrogate of the student/child
- the student or child, if appropriate
- the local education agency representative (LEA Representative)
- not less than one special educator or special education service provider of the student/child
- an individual who can interpret the instructional implications of evaluation results
- not less than one general education teacher (for students being served in a residential placement where there is no general education component in the programming or where there is an expectation that the student will not return to a general education program, there is no requirement for a general education teacher)

Other individuals must be invited to attend evaluation plan, eligibility decisions, and IEP meetings as follows:

- For children with suspected learning disabilities, an individual qualified to conduct diagnostic evaluations, such as a school psychologist, speech language pathologist, or remedial reading teacher.
- When the student's post-secondary transition needs or services will be considered, the student and other agency personnel that might provide or pay for transition services.

The lines under **Others invited to attend** are used to identify by **Name** and **Position/Affiliation** the non-required individuals who were also invited to attend the meeting. At the discretion of parents or LEAs, other person(s) or additional LEA personnel who have specific knowledge or expertise concerning either the student/child or the disability are invited to the meeting. Their absence or excusal from the meeting, however, does not mandate the use of **Form 5a**, nor its written agreement or written input requirement, although in some cases it may prove best practice to obtain written input if the individual invited cannot attend the meeting.