

INVITATION TO A MEETING

PURPOSE:

To invite the parent(s)/guardian(s) to a meeting. They are given the location of where the meeting will be held to discuss the educational needs of their child, along with the date and time. They are given the reason(s) for the meeting and the people, with their titles, who have been invited to attend. They are given the opportunity to accept the suggested location, time and date, or request another meeting at a mutually agreed upon time and location.

FORM USE: This form provides the parent(s)/guardian(s) notice each time a meeting is scheduled in order to:

1. Review current data prior to (a) requesting permission for an initial assessment or, (b) to review current data which includes previous evaluations, information provided by the parent(s)/ guardian(s), current classroom-based assessments and observations from the child's teachers and service providers to determine if additional assessments are needed for a re-evaluation prior to continued eligibility for special education and related services.
2. Share the results of the initial evaluation/re-evaluation and to determine the child's eligibility for special education and related services. In the case of a re-evaluation, to determine the child's continued eligibility for special education and related services. (Delete either initial evaluation or re-evaluation, depending on which evaluation is being discussed.)
3. Review, develop or revise an IEP.
4. Convene a meeting to determine educational placement.
5. Convene a meeting to determine if the infraction of a school rule was a result of a child's disability.
6. Review a child's pattern of behavior to determine if a functional behavior assessment is needed.
7. Determine if a child's behavior demonstrates that a behavior intervention plan is needed.
8. Develop or revise a transition plan (for preschool age child as well as older child).
9. Discuss graduation requirements and the type of diploma the child is working toward and/or will receive.
10. Other meetings that may be needed.

INSTRUCTIONS:

1. This form may be multi-purpose. All boxes that apply should be checked to ensure adequate documentation of notice.

2. Insert the names and titles of all individuals that are being invited to the meeting. Be sure to include all required personnel as well as other agency representatives when considering transition services.

For an IEP meeting, the following people should be invited and attend:

1. Representative of the LEA – one who is knowledgeable about the availability of agency resources and is authorized to commit those resources, who is knowledgeable of the general curriculum, who is qualified to provide or supervise the provision of special education and can ensure that whatever services are set out in the IEP will be actually provided;
2. A special education teacher or, if appropriate, a special education provider of the child;
3. A regular education teacher of the child (if child is, or may be, participating in the regular education environment);
4. The parents of the child;
5. The student, when appropriate, such as when planning transition services.
6. An interpreter of evaluation results. These explanations must be provided by someone who is knowledgeable of the evaluation instrument(s) and results. The psychologist should be present to discuss the results of the psychological report by presenting the child's strengths and needs and providing recommendations concerning intervention strategies. He/She does not need to be present at every IEP-Team meeting but should be invited to the initial meeting and to the re-evaluation meeting if needed.
7. Other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child.

Others to consider as needed:

8. Interpreter for the deaf/hard of hearing or foreign language.
9. Other agencies that may become responsible for providing special education services.