STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Time Meeting Schedule for: \_\_\_\_\_\_\_\_ Time meeting started: \_\_\_\_\_\_\_ Time meeting ended: \_\_\_\_\_\_\_

Meeting Participants (name, role): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did the School provide you access to your [Procedural Safeguards](https://osse.dc.gov/publication/rights-parents-students-disabilities-idea-part-b-notice-procedural-safeguards)? \_\_\_\_Yes \_\_\_\_\_ No \_\_\_  
 Is it in your native language?\_\_\_\_\_\_\_ (If not, you may have the right to free translation and interpretation services).

1. A. Get updates from STUDENT’s teachers and service providers about their recent performance\_\_\_\_\_\_\_\_\_\_

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1. Express your primary concerns about STUDENT’s educational performance and/or progress and/or what you think needs to be in place to be an appropriate educational environment where child individual needs are met and they can make meaningful educational progress. Share what you think STUDENT needs in terms of supports and services, setting at school and any supplemental information\* (e.g. update from doctor, diagnosis, private evaluations, etc.) List your talking points here (examples are below):

* Academic concerns
* Behavioral/emotional/social concerns
* Desired outcome of meeting, primary goals for student’s education
* If appropriate, what the student’s concerns?

1. SCHOOL reviews results and recommendations of any recently completed STUDENT’s evaluations with team:

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1. Get feedback from STUDENT’s team about any results and recommendations from any new evaluations/data\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 1. **ASKS. Explain that based on the evaluations, data, information presented and your own observations you are asking for the following:** |

1. *That School develop an IEP for the student identifying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as their primary disability classification (making note of any other conditions/diagnoses)*
2. *STUDENT’s IEP reflect their need for special education services, including specialized instruction* ***inside/outside*** *the general education setting in the amount of* ***\_\_\_\_*** *hours/minutes per week*
3. *STUDENT’s IEP reflect the need for* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** *related services in the form of* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_ at least* ***\_\_\_*** *minutes per week* ***inside/outside*** *the general education setting*
4. *SCHOOL agrees to evaluate STUDENT by performing the following assessments:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

1. *SCHOOL add/amend any language/goals of the IEP to be more accurate and appropriate (be specific).*
2. Find out if SCHOOL is willing to agree to or consider your requests. If SCHOOL proposes or refuses to make a change to STUDENT’s identification, evaluation or placement, you have a right to request and receive Prior Written Notice (PWN) laying out the school district’s reasons for doing so. You also have a [right to dispute any decisions](https://www.aje-dc.org/wp-content/uploads/2020/06/KYR-Special-Education-Dispute-Resolution-2019_final.pdf) made about your child’s identification, evaluation and educational placement through completing a due process hearing request or state complaint. You can find more information about the [steps in the special education](https://www.aje-dc.org/wp-content/uploads/2020/06/KYR.The-Special-Ed-Process-May-2019.pdf) process on AJE’s website ([www.aje-dc.org](http://www.aje-dc.org)).
3. At the end of the meeting, be sure to request copies of the school’s meeting notes, the PWN (if relevant), the finalized IEP (if ready) and any other educational records you would like to receive copies of.

Additional Meeting Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Things to follow-up on and upcoming meeting dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Need Additional Help?** |

If you have questions or would like to request direct assistance in a D.C. educational matter, call, email or visit AJE:

(202) 678-8060 • [information@aje-dc.org](mailto:information@aje-dc.org) • [www.aje-dc.org](http://www.aje-dc.org) • 1200 G Street NW Suite 725 • Washington, D.C. 20005 (Metro Center). Mary’s Center Intake on Tuesdays and Thursdays at 3912 Georgia Avenue, NW, Washington, DC 20011.