IEP TEAM MEMBER EXCUSAL PROCEDURES

“IDEA Section 614 (d) (1) (c) IEP TEAM ATTENDANCE-
'(i) ATTENDANCE NOT NECESSARY – A member of the IEP team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such a member is not necessary because the member’s area of the curriculum or related services is not being modified or discussed in the meeting. ‘(ii) EXCUSAL- A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member’s area of curriculum or related services, if—
'(I) the parent and the local educational agency consent to the excusal; and
'(II) the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting. ‘(iii) WRITTEN AGREEMENT AND CONSENT REQUIRED- A parent’s agreement under clause (i) and consent under clause (ii) shall be in writing.”

In accordance with IDEA Section 614(d) – A member of the IEP Team is not required to attend an IEP Team meeting, in whole or in part, if the parent of the child with a disability and the public agency agree in writing that the attendance of the member is not necessary because the member’s area of the curriculum or related services is not being modified or discussed in the meeting. In addition, a member of the IEP Team may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification or discussion of the member’s area of curriculum or related services, if:
• The parent, in writing, and the public agency consent to the excusal; and
• The IEP Team member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.

IEP Team Members Who May Be Excused
The IEP Team member excusal process applies only to the following IEP Team members:
1. At least one general education teacher of the student (if the student is, or may be participating in the general education environment).
2. At least one special education teacher of the student or where appropriate, at least one special education service provider of the student.
3. A representative of the school who:
   • Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities.
   • Is knowledgeable about the general education curriculum; and
   • Is knowledgeable about the availability of resources within Stanislaus SELPA
4. An individual who can interpret the instructional implications of evaluation results, who may also be one of the team members listed in items 1-3 above.
**Administrative Responsibilities for Excusal Processes**

Prior to excusing one of the IEP team members listed above from attending an IEP Team meeting (in whole or in part), the IEP team administrator or administrative designee of the upcoming IEP Team meeting must facilitate the completion of an IEP Team Member Excusal Form (SE-29)

Approval for IEP Team member excusal can be granted for either of the following situations:

1. the parent and the district agree that attendance of the IEP team member is not necessary because the member’s area of the curriculum or related services is not being modified or discussed in the meeting, or
2. the meeting involves a modification to or discussion of the IEP team member’s area of the curriculum or related services; the parent and the district consent in writing to the excusal; and the IEP team member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the IEP team meeting.

**IEP Team Member Excusal Procedures**

1. The IEP team administrator or administrative designee should contact the parents to explain the request for excusal and to determine if the parents are agreeable to the request.
2. If parents are agreeable, the IEP team administrator or administrative designee should complete the IEP Team Member Excusal Form (SE-29) and submit it to the parents for signature.
3. Upon obtaining the parent’s signature, the IEP team administrator or administrative designee is to provide a copy of the completed and signed IEP Team Member Excusal Form to the parent and file the original form in the student’s IEP folder.
4. The IEP team administrator or administrative designee is responsible for ensuring the excused IEP team member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the IEP using the IEP Team Member Input into the Development of the IEP form. (SE-29)
5. A copy of the completed Input into the Development of the IEP form is to be given to the parent and the original is to be placed in the student’s IEP folder.
From A Meeting In Whole Or In Part

Student’s Name: ________________________________ Date of Meeting ______/_____/_____

Page _____ of _____

By mutual agreement between the parent/adult student, and designated representative of the local education agency, the presence and participation of the Individual Education Program team member(s) identified below is/are not necessary and has/have been excused from being present and participating in the meeting scheduled on ______/_____/______ because (1) the member’s area of the curriculum or related services is not being modified or discussed in the meeting or (2) the meeting involves a modification to or discussion of the member’s area of curriculum or related services and the member submitted, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

Check appropriate column explaining why the IEP team member is being mutually excused from the IEP meeting in whole or part:

<table>
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<tr>
<th>Individual Education Program Team Member(s)</th>
<th>Area Of Curriculum Or Related Services</th>
<th>Written input has been submitted to the parent and the IEP team prior to the meeting regarding Area Of Curriculum Or Related Services</th>
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By mutual agreement the IEP team members identified above, have been excused from being present and participating in my child’s IEP meeting.

Circle relationship to student, sign, and date below.

Signature of Parent/Guardian/Surrogate: __________________________ Date: ______/_____/_____

Signature of Parent/Guardian/Surrogate: __________________________ Date: ______/_____/_____

Signature of Adult Student (ages 18-21): __________________________ Date: ______/_____/_____

Signature of Designated District Representative: __________________________ Date: ______/_____/_____

Title/Position: __________________________

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‘(ii) EXCUSAL- A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member’s area of curriculum or related services, if—‘(I) the parent and the local educational agency consent to the excusal; and ‘(II) the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting. ‘(iii) WRITTEN AGREEMENT AND CONSENT REQUIRED- A parent’s agreement under clause (i) and consent under clause (ii) shall be in writing.”
IEP TEAM MEMBER INPUT INTO THE DEVELOPMENT OF THE IEP

Date of Meeting____/____/____

Page ____ of ____

Team Member Name: _________________________________ Title:_____________________________________

An IEP meeting is scheduled for __________________________ to be held on ________________ at _________________. You are welcome to attend, however the parent and LEA representative have agreed that you may be excused from attending. If you decide not to attend your written input is required before the IEP meeting. Please complete and return this form to ________________________ by _________________. (The parent and LEA may agree in writing to excuse a team member when the member’s area is a topic, if the member submits input in writing. (Ed. Code 56341(g)).

If you are not a teacher (general or special education) skip questions 1-3 and go to question 4.

1. Present grade in class: _____________ (if applicable). Are there any missing assignments or tests?
   □ Yes  □ No  If yes, specify:
   _______________________________________________________________________________________________________

2. Is the student making progress in the general education curriculum? □ Yes □ No
   Describe:
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________

3. If the student has accommodations or modifications, are they working? □ Yes □ No
   If no, explain:
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________

4. Attendance: ____________________________________________________________

5. Is the student making progress on annual goals? □ Yes □ No
   Describe:
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________

6. Behavior: Comments:
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________

7. Work habits appropriate to student’s level:
   Follows directions: ____________________________________________________________
   Stays on task: __________________________________________________________________
   Works independently: ____________________________________________________________

8. Additional Comments:
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________
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