IEP Team Meeting Checklist: Develop and Approve Initial IEP

Before the meeting:

☐ **Schedule IEP on master IEP calendar and hold IEP meeting within 30 calendar days of determining eligibility**
- *For students transitioning from Part C services, schedule the meeting prior to the child's 3rd birthday (IFSP) or prior to the beginning of the school year after the child's 4th birthday (Extended IFSP). The IEP must be in effect by the child's 3rd birthday if the family does not choose to extend the IFSP. If the family chooses to extend the IFSP, the IEP must be in effect by the beginning of the next school year after the child's 4th birthday.*

☐ **Create New Meeting Process, ensuring to select both *IEP Team Meeting Notice* and *IEP Team Meeting Report***

☐ **Complete *Notice of Individualized Education Program (IEP) Team Meeting* (within *TIE*NET, go to *Meeting Process*):**
- Parents receive the notice at least 10 days before meeting
- Select purpose(s) from drop down menu: *Develop and approve IEP. Plan and review transition services for students 14 and older if the student is 14, or will be during the upcoming IEP year*
- Invite student if age 14 or older within the IEP year
- Ensure notice lists all required IEP team members, including not less than one regular education teacher of the student, if the student is or may be participating in the regular education environment
- On the notice, do not include names of those invited by the parent (e.g. lawyers, advocates, etc.)

☐ **Mail both the *IEP Team Meeting Notice* and *Parent Input* form**
- *For students prior to Kindergarten, use the Information To Help Plan My Child's IEP form*

☐ **Send *Teacher Report* form**
- *For students prior to Kindergarten, use the Information To Help Plan My Child's IEP form*

☐ **Collaborate with general education teachers to complete teacher input form for IEP**
- Collect and summarize data on student progress on current IEP and grade-level curriculum
- *For students prior to Kindergarten, grade-level curriculum includes school readiness data using the WSS P3 and P4 quarterly data.*
- *For students prior to Kindergarten, teacher input can be obtained using the Three to Four Year Old Educational Report or the Four to Five Year Old Educational Report. Input can include information from early childhood providers in HCPSS or other daycare/preschool programs.*
- *For students transitioning from Part C services, collaborate with Part C providers, as appropriate. Also obtain progress on IFSP outcomes, and exit summary or collaborative assessment data.*

☐ **Complete *Transition Planning Checklist* for students age 14 and older**
- Conduct student interview using the *Student Career Preference/Interest Sheet* to gather data for transition

☐ **Add the following sections to the Draft created for the initial IEP**
- ☐ Cover Sheet
- ☐ Eligibility Page (include snapshot of IEP Eligibility until new information is required)
- ☐ Additional IEP Team Participants
- ☐ PLAAFP 1
- ☐ PLAAFP 2
- ☐ Goals and Objectives
- ☐ Supplementary Aids and Services

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- ☐ Instructional and Testing Accommodations
- ☐ Special Considerations
- ☐ District/Statewide Assessments
- ☐ Transition Preferences and Interests (13/14 and older)
- ☐ Transition Activities
- ☐ Anticipated Services
- ☐ Services
- ☐ LRE

☐ **Collect completed *Parent Input for IEP Development* form and enter into *IEP Team Meeting Report* under the section "Information Provided by the Parent/Student (including parent concerns)"**

☐ **Provide the parent a copy of Draft IEP at least five business days prior to the IEP meeting**
- Appropriate *Cover Letter (*within TIENET go to Documents – Create New Document – Letters)
- Exclude pages for Services and LRE

☐ **Confirm attendance of parent and General Education Teacher**
- Document attempts
- *For students prior to Kindergarten who are not enrolled in a general education program, the early childhood special educator may also serve as the general educator*

☐ **Confirm student attendance** (for student age 14 or older)
- If the student is unable to attend, obtain and document information on the student's preferences and interests

☐ **Bring the following information to the IEP meeting**:
- Draft of IEP (Initial) – *excluding pages for Services and LRE*
- Parent Rights Booklet, Parents Guide to Habilitative Services, Transition Planning Guide

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At the Meeting:

☐ **Introduction of team members**

☐ **Review and correct listing of IEP team participants on additional IEP team participants page**

☐ **Confirm parent receipt of Parental Rights Booklet by checking box on cover page**
- Provide copy of Parents Guide to Habilitative Services
- If student is 14 years and older, provide copy of Transition Guide, getting parent signature of receipt

☐ **State purposes of meeting:**
- Develop and approve IEP
- Plan or review transition services (for students age 14 and older)

☐ **Present and review the Sections of the IEP using the order below. Document discussions and decisions for each section on *IEP Team Meeting Report*:**
- ☐ Cover Sheet
- ☐ Additional IEP Team Participants
- ☐ PLAAFP 1
- ☐ PLAAFP 2
- ☐ Goals and Objectives
- ☐ Supplementary Aids and Services
- ☐ Instructional and Testing Accommodations
- ☐ Special Considerations
- ☐ District/Statewide Assessments
- ☐ Transition Preferences and Interests (13/14 and older)
- ☐ Transition Activities
- ☐ Anticipated Services
- ☐ Services
  - If student qualifies for specialized Transportation, add services to IEP
  - *Service hours CANNOT exceed the total hours of the program recommended. Below are the program hours for specific programs for a child prior to Kindergarten:*
    Preschool – 4 days   10 hours/week
    Preschool – 5 days   12.5 hours/week
    MINC-T   12.5 – 20 hours/week
    MINC-P/EL   18.5 - 29.25 hours/week (avg. hours following the 4/5 day schedule)
- ☐ LRE
  - If specialized Transportation is required, complete the discussion box and fill out a *Transportation Request Form* in Tienet. Finalize form (this sends the request to Transportation)
  - *For students UNDER 6 (regardless of program), use the Early Childhood LRE codes*

☐ **Authorization**
- Obtain parental consent (signature) for initiation of services
- Review and obtain signature for students eligible for medical assistance

☐ **Complete Implementation date on:**
- Eligibility page
  - Initial IEP development (date of meeting)
  - Date of parent consent of initiation of service
    - Consent at Meeting – date of meeting

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- No Consent at Meeting
  - Returned consent - date of return
  - No consent – hold IEP Team Meeting
    - Date of Initial IEP in effect
- Cover Sheet – annual review date

☐ **Select the "Initial IEP" box on Cover Sheet**

☐ **Select the "Approved" box on Cover Sheet**

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After the meeting:

☐ **Review** *IEP Team Meeting Report*
- For all areas of documented discussions/decisions, select the "Add to IEP" box
- Run spell check
- Finalize *IEP Team Meeting Report*

☐ **Finalize the IEP document after parent has signed consent, within 3 business days**

☐ **If Specialized Transportation was approved, ensure** *Transportation Request Form* **was completed in Tienet and then Finalize**

☐ **File all paper work**

☐ **Provide the parent(s) copy of** *IEP Team Meeting Report* **and completed IEP no later than five business days after the meeting**

☐ **Schedule training and/or review of IEP with school personnel working with the student and parents, as appropriate**

☐ **Send out a copy of the** *Flash IEP* **and get staff signature(s) of receipt**

☐ *For children prior to age 6, complete the Early Childhood Accountability System (ECAS) entrance data within 8 weeks of the initial IEP initiation date. Submit to Office of Early Intervention*