

IEP Team Meeting Checklist: Annual Review

Before the meeting:

- Schedule IEP meeting on master IEP meeting calendar**
- 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 TIENET, 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.*
- 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
- Complete the following sections of **DRAFT IEP**** (All discussion and document boxes, Services, LRE and IEP quarterly report sections should be blank):
 - 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
 - Instructional and Testing Accommodations
 - Special Considerations
 - District/Statewide Assessments

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- 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”**
- Analyze current data and update sections of the IEP as appropriate**
- PLAFFP 1: data toward IEP goals/objectives in effect (current)
- 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 multiple attempts for parent to attend
 - *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 will be 14 during the upcoming IEP year)
- 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:**
- Current IEP
 - Summary of the data supporting progress toward current IEP goals
 - Draft of IEP (Annual) – *excluding pages for Services and LRE*
 - Set up IEP for ESY discussion/decisions, if appropriate, but do not enter information on the ESY page prior to the IEP meeting
 - Parent Rights Booklet, Parents Guide to Habilitative Services, Transition Planning Guide

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At the Meeting:

- Introduce IEP team members**
- Review and correct listing of IEP team participants/or 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:**
 - Conduct annual review of the current IEP
 - Consider Extended School Year (ESY) services (if appropriate for this meeting)
 - Develop and approve IEP
 - Plan or review transition services (for students age 14 and older)
- Review progress on current goals and objectives**
 - Progress already documented in PLAAFP 1
 - Document discussions/decisions in IEP Team Meeting Report
- 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:*

<i>Preschool – 4 days</i>	<i>10 hours/week</i>
<i>Preschool – 5 days</i>	<i>12.5 hours/week</i>
<i>MINC-T</i>	<i>12.5 – 20 hours/week</i>
<i>MINC-P/EL</i>	<i>18.5 - 29.25 hours/week (avg. hours following the 4/5 day schedule)</i>
- 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)

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- *For students UNDER 6 (regardless of program), use the Early Childhood LRE codes*

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 once all items are completed, within 3 business days**

- If Specialized Transportation was approved, ensure *Transportation Request Form* was completed in Tienet and 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**